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SEPTEMBER, 1935

Fordham University

BULLETIN OF INFORMATION

1934-1935

CATALOGUE OF
THE UNIVERSITY
WITH ANNOUNCEMENTS
FOR 1935-1936

Published by
FORDHAM UNIVERSITY
NEW YORK, N. Y.

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PART II. Catalogue of Fordham College

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PART IX. Catalogue of the School of Social Service

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PART I

OFFICERS
OF
ADMINISTRATION
1934-1935

FORDHAM UNIVERSITY

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Vice-President and Dean, Fordham College

THE REV. JOSEPH T. KEATING, S.J.
Treasurer

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Dean, Fordham College, Manhattan Division, and School of Business

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Dean, Teachers College

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Dean, Graduate School

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Dean, School of Law

JAMES H. KIDDER, A.B., M.D.
Dean, College of Pharmacy

THE REV. EDWARD S. POUTHIER, S.J.
Dean, School of Social Service

PART II

CATALOGUE

FORDHAM COLLEGE

JULY, 1935

Fordham University

BULLETIN OF INFORMATION

CATALOGUE OF

Fordham College

(FORDHAM ROAD, BRONX)

NEW YORK CITY

1934-1935

ANNOUNCEMENTS FOR 1935-1936

Published by

FORDHAM UNIVERSITY

NEW YORK, N. Y.

UNIVERSITY CHARTER

On March 7, 1907, an amendment was made to the College Charter by the following act of the Regents:

UNIVERSITY OF THE STATE OF NEW YORK

AMENDMENT TO CHARTER OF ST. JOHN'S COLLEGE, FORDHAM

Having received a petition made in conformity to law and being satisfied that public interests will be promoted by such action, the Regents, by virtue of the authority conferred on them, hereby amend the charter of St. John's College, Fordham, by changing its corporate name to

FORDHAM UNIVERSITY

And giving to its Medical department the name of FORDHAM UNIVERSITY, SCHOOL OF MEDICINE; to its Law department the name of FORDHAM UNIVERSITY, SCHOOL OF LAW; and to its Collegiate department the name of FORDHAM UNIVERSITY, ST. JOHN'S COLLEGE.

In witness whereof, the Regents grant this amendment to charter No. 1808, under seal of the University, at the Capitol in Albany, March 7, 1907.

ST. CLAIR MCKELWAY,
Vice-Chancellor.

A. S. DRAPER,
Commissioner of Education.

Recorded and took effect 2.30 p. m., March 7, 1907.

An amendment was made to the above charter, November 19, 1931, changing the name of the Collegiate department to FORDHAM COLLEGE.

CATALOGUE OF
FORDHAM COLLEGE (BRONX)
FORDHAM UNIVERSITY

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JANUARY

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Calendar for 1936

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DECEMBER

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ACADEMIC CALENDAR

1935

Sept.	16	Monday	Opening of Classes for Sophomores and Freshmen. Schola Brevis at 9.30 A.M. Resident Sophomore and Freshmen students report Sunday, September 15, before 6 P.M. Freshman Week. Examinations for the removal of conditions for upper classes.
Sept.	17	Tuesday	Resident Junior students report before 8 P.M. Freshman Week. Examinations for the removal of conditions for upper classes.
Sept.	18	Wednesday	Opening of Classes for Juniors. Schola Brevis at 9.30 A.M. Freshman Week. Examinations for the removal of conditions for upper classes.
Sept.	19	Thursday	Freshman Week. Examinations for the removal of conditions for upper classes.
Sept.	20	Friday	Freshman Week. Examinations for the removal of conditions for upper classes.
Sept.	23	Monday	Opening of Classes for Seniors. Schola Brevis at 9.30 A.M.
Sept.	27	Friday	Solemn Mass of the Holy Ghost.
Sept.	30	Monday	College Societies and Organizations reorganize.
Oct.	12	Saturday	Columbus Day. Holiday.
Oct.	28	Monday	Opening of Annual Retreat.
Oct.	31	Thursday	Close of Annual Retreat.
Nov.	1	Friday	Feast of All Saints. Holiday.
Nov.	5	Tuesday	Election Day. Holiday.
Nov.	11	Monday	Armistice Day. Holiday.
Nov.	15	Friday	Minor Logic Specimen. End of First Quarter.
Nov.	28	Thursday	Thanksgiving Day. Thanksgiving Holidays to Monday, December 2.
Dec.	8	Sunday	Feast of the Immaculate Conception.
Dec.	12	Thursday	Presentation of Annual Play.
Dec.	13	Friday	Presentation of Annual Play.
Dec.	20	Friday	Christmas Holidays begin.

1936

Jan.	6	Monday	Christmas Holidays end. Final Examination in English Composition for First Semester, 9 A.M.
Jan.	13	Monday	General Repetitions begin.
Jan.	17	Friday	End of Second Quarter.
Jan.	23	Thursday	Examinations for First Semester begin.
Feb.	3	Monday	Semester Holiday.
Feb.	4	Tuesday	Second Semester begins.
Feb.	12	Wednesday	Lincoln's Birthday. Holiday.
Feb.	14	Friday	Annual Varsity One-Act Play Contest.
Feb.	20	Thursday	Annual Oratorical Contest.
Feb.	22	Saturday	Washington's Birthday. Holiday.
Feb.	26	Wednesday	Ash Wednesday.
Mar.	13	Friday	End of Third Quarter.
Mar.	17	Tuesday	St. Patrick's Day. Holiday.
Mar.	18	Wednesday	Annual Glee Club Concert.
Mar.	27	Friday	Public Philosophical Disputation.
Apr.	3	Friday	Annual Freshman One-Act Play Contest.
Apr.	6	Monday	Seniors' Retreat.
Apr.	8	Wednesday	Easter Holidays begin.
Apr.	20	Monday	Easter Holidays end. Final Examination in English Composition for Second Semester.
May	6	Wednesday	General Repetitions begin.
May	8	Friday	End of Fourth Quarter for Seniors.
May	11	Monday	Senior Examinations begin.
May	20	Wednesday	Sodality Mass and Reception. R. O. T. C. Demonstration Drill.
May	21	Thursday	Ascension Thursday. Holiday.
May	22	Friday	End of Fourth Quarter for Juniors, Sophomores and Freshmen.
May	28	Thursday	General Examinations begin.
May	30	Saturday	Decoration Day. Holiday.
June	7	Sunday	Baccalaureate Services.
June	10	Wednesday	Commencement.
			OPENING OF COLLEGE, SCHOLASTIC YEAR, 1936-1937
Sept.	14	Monday	Opening of Classes for Sophomores and Freshmen.
Sept.	16	Wednesday	Opening of Classes for Juniors.
Sept.	21	Monday	Opening of Classes for Seniors.

EXPENSES

(Note: All fees, unless otherwise noted, are for the whole scholastic year.)

Tuition	$200.00
Registration fee (payable once)	5.00
Student activities fee	30.00
Athletic fee	20.00
Freshman Equipment	5.00
Laboratory fee for Physics	20.00
" " " Biology	25.00
" " " Chemistry, Inorganic	20.00
" " " " Qualitative	25.00
" " " " Quantitative	20.00
" " " " Organic	25.00
" " " " Physiological	20.00
Breakage deposit for Physics	10.00
" " " Biology	10.00
" " " Chemistry, each course	25.00
Condition examinations, each subject	2.00
Fee for late registration	5.00
Extra courses, per credit point	7.50
Graduation fee	20.00
Fee for first record of student's work for any year	1.00
Fee for additional record	2.00

Additional Expenses for Resident Students

Board and Resident Facilities*	450.00
Furnished Room and Attendance:	
St. John's Hall—Upper Classmen only—	
Suite of three rooms (two students, each)	250.00
Single room (two students, each)	160.00
Other Residence Halls—	
Single room, with running water (two students, each)	160.00
Single room, without running water (two students, each)	135.00
Attendance in College Infirmary, per day**	2.00
Post Office Facilities***	3.00

***Laundry must be cared for by students.**

****The use of room in the college infirmary with attendance does not include professional services.**

*****One dollar returnable at end of year.**

All charges are payable half-yearly in advance, *i. e.,* on or before the 1st of October and on or before the 6th of February.

All non-resident students will be required to make a payment of $50 on account for the first semester fees on or before September 5, 1935.

For resident students the amount of this payment will be $150.

The balance of the first semester bill is payable on or before October 7.

The second semester fees are payable in full on or before February 10, 1936.

No deduction will be made on account of withdrawal before the end of a semester, except in case of sickness or dismissal.

Books, stationery, etc., may be obtained at the college at current prices; they will not, however, be furnished by the college unless a deposit for this purpose be made with the Treasurer.

Such deposit should be made at the time of registration.

No money will be advanced to any student beyond the amount deposited for him with the Treasurer.

No student will be allowed to take examinations, nor receive any degree, diploma, or certificate whatsoever until his financial accounts have been previously and satisfactorily settled.

Regulations for Resident Students

All students in the college who do not reside at home, or with immediate relatives, or with guardians, are required to reside in the University Residence Halls.

No resident student will be permitted to follow any course or courses which will in any way interfere with any study period in the college.

Room reservations must be accompanied by a deposit of ten dollars ($10.00). This deposit is credited on the First Semester statement. No applications will be received for rooms for less than one

scholastic year. The approval of the application makes the student responsible for the room for the entire year. Rooms will be assigned in the order in which the application with the required deposit is received.

Students in residence must make application for rooms for the following year before June 1, which application must be accompanied by the room deposit of ten dollars ($10.00).

The right to a room for which a deposit has been made expires if the room is not occupied the evening before the opening of classes.

In case a student who has made a deposit decides not to enter the college, he should send notification before September 1. After that date no deposits will be returned.

Resident students will not be allowed to remain at the college during the Christmas and Easter holidays.

HISTORICAL STATEMENT

Fordham University, New York, began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptist's Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Fathers of the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School, the Manhattan Division of Fordham College and the School of Business.

Fordham College, Bronx, the College of Pharmacy, the Bronx Division of the Law School and the Summer School are at Fordham Road, Bronx, New York City; all the other departments are in the Woolworth Building, 233 Broadway, New York City.

OFFICERS
1934-1935

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PRESIDENT

THE REV. CHARLES J. DEANE, S.J.
VICE-PRESIDENT AND DEAN

THE REV. WILLIAM A. WHALEN, S.J.
DEAN OF DISCIPLINE

THE REV. JOSEPH T. KEATING, S.J.
TREASURER

THOMAS A. REILLY, A.B., LL.B.
REGISTRAR

THE FACULTY
1934-1935

DANIEL J. AHEARN, JR., A.B., LL.B., J.S.D.,
Assistant Professor of English, Oral English, Freshman, and Economics, Freshman and Sophomore.

RICHARD H. APPERT, A.B.,
Instructor in Business Administration, Freshman and Sophomore.

REV. JOSEPH ASSMUTH, S.J.,
Professor of Biology, Histology, Embryology and Physiology.

WALTER L. BATTEN, A.B., LL.B.,
Instructor in Ethics, Senior.

REV. JOSEPH F. BEGLAN, S.J.,
Professor of Philosophy and Religion, Junior.

RALPH L. BÉRUBÉ, B.S.,
Professor of French.

EDMUND F. BOWEN, C.P.A.,
Professor of Business Administration.

REV. TERENCE J. BOYLE, S.J.,
Professor of Religion, Freshman.

JAMES F. BRADY, JR., A.B.,
Instructor in Latin and Greek, Freshman.

JOHN TAYLOR BREEN, A.B., LL.B.,
Professor of Public Speaking, Senior.

CHARLES T. BRODERICK, A.B.,
Instructor in Ethics, Senior.

GERALD J. CARROLL, M.D.,
Attending Physician.

LEOPOLD R. CERECEDO, PH.D.,
Professor of Biochemistry.

VINCENT F. CLANCY, A.B.,
Instructor in Physical Training.

REV. JOHN J. COLLIGAN, S.J.,
Professor of Philosophy and Religion, Junior.

FRANCIS X. CONNOLLY, M.A.,
Professor of English, Sophomore.

WILLIAM J. CONWAY, M.A.,
Professor of Inorganic Chemistry.

REV. IGNATIUS W. COX, S.J.,
Professor of Ethics and Religion, Senior.

J. GERARD CREGAN, M.A., LL.B., J.S.D.,
Professor of English and Oral English, Sophomore.

MARK T. CROWLEY, PH.D.,
Professor of Biology, Histology, Embryology and Comparative Anatomy, and Botany.

REV. WILLIAM S. F. DOLAN, S.J.,
Professor of Latin and Religion, Sophomore.

BASILE G. D'OUAKIL, PH.D., LL.B.,
Professor of French and Spanish.

JOHN C. DUFFY, M.A.,
Professor of Greek, Sophomore.

REV. THEODORE T. FARLEY, S.J.,
Professor of Philosophy and Religion, Junior.

FRANCIS J. FINGERHUT, S.J.,
Professor of Latin, Greek and English, Freshman.

REV. JOHN P. FITZPATRICK, S.J.,
Professor of Religion, Sophomore.

RICHARD J. FOY, A.B.,
Professor of History, Sophomore.

WERNER FREUDENBERG, PH.D.,
Professor of Organic Chemistry.

WILLIAM H. HAMILL, M.S.,
Professor of Physical Chemistry.

WALTER J. HANDREN, S.J.,
Professor of Latin, Greek and English, Freshman.

REV. I. LEO HARGADON, S.J.,
Librarian.

JOHN P. HAYES, A.B.,
Assistant Instructor in Physical Training.

DOUGLAS J. HENNESSY, M.S.,
Professor of Inorganic Chemistry.

WILLIAM P. HURLEY, M.S.,
Professor of Physics.

WALTER A. HYNES, Sc.D.,
Professor of Qualitative Chemistry.

ALBERT F. KAELIN, M.A.,
Professor of Greek, Freshman, and German, Freshman and Sophomore.

LIEUT.-COLONEL EDWARD L. KELLY, C.A.C., U.S.A.,
Professor of Military Science and Tactics.

GEORGE H. LEONARD, A.B., LL.B.,
Professor of English, Freshman.

GABRIEL M. LIEGEY, M.A., LL.B.,
Professor of Latin, English and French, Freshman.

REV. J. JOSEPH LYNCH, S.J.,
Professor of Physics, Junior.

REV. ALOYSIUS R. MACK, S.J.,
Professor of Religion, Sophomore.

HAROLD J. McAULEY, A.B., LL.B.,
Professor of English, Sophomore, and Oral English, Freshman and Sophomore.

JAMES H. McCABE, A.B.,
Professor of English, Freshman, and Advanced English, Junior and Senior.

THOMAS McHUGH, A.B., LL.B.,
Professor of English and French, Freshman.

WILLIAM T. McNIFF, M.A.,
Professor of Physics.

JOHN F. MAHONEY, B.S., C.P.A.,
Professor of Business Administration, Junior and Senior.

REV. MICHAEL J. MAHONY, S.J.,
Professor of History of Philosophy, Senior.

FRANCIS M. MARTIN, S.J.,
Professor of Latin and English, Freshman.

FIRST LIEUT. ERNEST A. MERKLE, C.A.C., U.S.A.,
Assistant Professor of Military Science and Tactics.

REV. THOMAS H. MOORE, S.J.,
Professor of Religion, Freshman.

REV. JOSEPH B. MUENZEN, S.J.,
Professor of Organic Chemistry.

JAMES A. MULLEN, PH.D.,
Professor of Biology, Histology, Embryology and Bacteriology.

WALTER J. MULLIN, B.S., J.D.,
Professor of Physics.

REV. HAROLD MULQUEEN, S.J.,
Professor of Philosophy and Religion, Junior.

REV. JOSEPH A. MURPHY, S.J.,
Professor of Psychology and Religion, Senior.

JOSEPH S. MURPHY, A.B.,
Professor of Latin and Greek, Sophomore.

MARIO J. NARDELLI, M.A.,
Professor of Mathematics, Freshman and Sophomore.

JAMES J. O'BRIEN, A.B.,
Professor of French.

J. KEVIN O'BRIEN, S.J.,
Instructor in Physics, Freshman.

JOHN G. O'HARA, A.B.,
Instructor in Psychology, Senior.

JOSEPH V. O'NEILL, A.B., LL.B.,
Professor of Mathematics and Greek, Freshman, and Business Law, Senior.

EDMUND V. O'SULLIVAN, A.B.,
Instructor in English and French, Freshman.

WILLIAM M. PARTLAN, A.B.,
Instructor in Mathematics, Freshman.

REV. FRANCIS W. POWER, S.J.,
Professor of Quantitative Chemistry.

DONALD J. RYAN, M.A.,
Professor of English, Freshman and Sophomore.

FRANCIS A. SCHAEFER, PH.D.,
Professor of Latin, Freshman, Advanced Latin, Junior and Senior, and Education, Junior.

ALBERT L. SCHEIBELHUT, A.B., LL.B.,
Professor of Mathematics, Sophomore, and German, Freshman.

WILLIAM T. SHIELDS, A.B.,
Professor of Economics.

REV. JAMES A. TAAFFE, S.J.,
Professor of English and Latin, Sophomore.

SAMUEL F. TELFAIR, JR., M.A.,
Professor of History, Sophomore, Junior and Senior.

FRANCIS J. TOMEDY, A.B.,
Instructor in English, Freshman, and Latin and Greek, Sophomore.

JOHN M. VICK, A.B.,
Professor of French and Spanish.

REV. GLEN E. WALSH, S.J.,
Professor of Philosophy and Religion, Junior.

REV. JOSEPH B. WALSH, S.J.,
Professor of Philosophy and Religion, Junior.

THOMAS P. WARD, S.J.,
Professor of History, Sophomore.

REV. WILLIAM A. WHALEN, S.J.,
Professor of Religion, Freshman.

WILLIAM R. WHITE, JR., A.B., LL.B.,
Instructor in Psychology, Senior.

JULIUS M. WINSLOW, PH.D.,
Professor of Education, Junior and Senior.

LEO K. YANOWSKI, PH.D.,
Professor of Inorganic Chemistry.

SCHOLARSHIPS

To found a full resident-student scholarship the sum of twenty thousand dollars is required. Non-resident student scholarships require five thousand dollars. Partial scholarships may also be established, yielding three-fourths, one-half, or one-quarter of the income of a full scholarship. Students holding a partial scholarship will be required to pay the amount their scholarships fall short of the full tuition. Those not prepared to found a partial scholarship may be able to pay the annual tuition for one non-resident student.

To give a capable and deserving young man an opportunity to receive a thoroughly Catholic education, and so aid him to become a better Christian and a better citizen, ought to urge friends of Catholic education to found scholarships, and so accomplish lasting good for the individual and for society, while helping us to make our great work self-supporting and permanent.

Students holding scholarships are required to maintain an average of at least 80 per cent. in all subjects; failure to do so entails forfeiture of the scholarship.

Further particulars regarding the subject-matter of the examinations, etc., will be forwarded on application.

Examinations for all competitive scholarships are held on Monday and Tuesday of the first week in July.

Scholarships for the assistance of students of Fordham College have been endowed as follows. Unless otherwise stated, the endowment is in perpetuity:

The Rev. Patrick F. Dealy, S.J., Scholarship, founded by the Hon. William R. Grace in memory of the Rev. Patrick F. Dealy, S.J.

The St. Ignatius Scholarships, four in number, endowed to assist students from the parish of St. Ignatius Loyola in the City of New York.

The Rt. Rev. Henry A. Brann, D.D., Scholarship, founded by the Rt. Rev. Henry A. Brann, D.D., A.B., '57, LL.D., '91. Candidate appointed by the Rector of St. Agnes' Church, New York City.

The Class of 1884 Scholarship.

The Rev. Michael Cunningham Scholarships, two in number.

The Mooney Scholarship, founded by John Mooney in memory of his father and mother, Patrick and Bridget Mooney.

The O'Donnell Scholarship, founded by Neil and Hugh O'Donnell.

The Andrew J. Heide Scholarship, founded by Henry J. Heide in memory of his son, Andrew J. Heide, '05.

The McCusker Scholarships, four in number, founded by Miss Mary V. McCusker, in memory of herself, her father, mother and sister. Candidates appointed by executor of the estate.

The Arthur H. Murphy Scholarship, No. 3, founded in memory of Arthur H. Murphy.

The Peter McDonnell Scholarship, founded by members of the McDonnell family, in memory of their father, Peter McDonnell.

The Rev. W. G. Read Mullen, S.J., Scholarship.

The Rev. Joseph Shea, S.J., Scholarship.

The John Joseph Scott Scholarship.

The Rev. Michael A. Tully, S.J., Scholarship.

The Alfonso de Navarro Scholarship.

The Peter F. Meyer Scholarship.

The John Whalen Scholarship.

Scholarships Donated Yearly, But Not Funded

The Knights of Columbus Scholarships, donated by the New York State Council and the New York City Chapter of the Knights of Columbus.

The Vincent A. Brady Scholarship, donated by the Class of 1915, Fordham Prep.

The University Scholarships, awarded by the University of the State of New York.

The Fordham University Scholarships.

The Holy Name Society of the Police Department Scholarships, awarded to sons of members of the Society.

The Holy Name Society of the Department of Sanitation Scholarships, awarded to sons of members of the Society.

The Regis High School Scholarships.

Funded Scholarships

Scholarship	*Holder (1934-1935)*
The Saint Ignatius Loyola Parish	*John M. Stanton, '36*
The Saint Ignatius Loyola Parish	*James N. Rafferty, '37*
The Reverend Patrick F. Dealy, S.J.	*Clinton J. Maguire, '36*
The Right Reverend Henry A. Brann, D.D.	*James S. Scott, '36*
The Reverend Michael A. Cunningham	*Stephen Q. Gill, '38*
The Reverend Michael A. Cunningham	*Leo S. Loomie, '38*
The Mooney	*Alphonse G. Mistretta, '35*
The O'Donnell	*Joseph P. Farnan, '38*
The Mary McCusker	*George J. Wolf, '37*
The Patrick McCusker	*Joseph P. Purcell, '38*
The Peter McDonnell	*George G. McKenna, '36*
The Peter McDonnell	*William D. Taaffe, '38*
The Arthur H. Murphy, No. 3	*John J. Donovan, '35*
The John Joseph Scott	*James J. Geraghty, '35*
The Class of 1884	*Joseph T. Cashman, '35*
The Reverend W. G. Read Mullen, S.J.	*Stephen S. Gorey, Jr., '35*
The Reverend Joseph Shea, S.J.	*John J. Fischer, '35*
The Reverend Joseph Shea, S.J.	*William F. Fischer, '36*
The Alfonso de Navarro	*John A. Clear, '36*
The Alfonso de Navarro	*Theodore P. Roeser, '36*
The Reverend Michael A. Tully, S.J.	*Vincent J. Lee, '37*
The Peter F. Meyer	*John J. Truta, '37*
The Andrew J. Heide	*Roger T. Lennon, '35*
The John Whalen	*Edward T. Roach, '36*

Scholarships Donated Yearly, Not Funded

The Knights of Columbus (N. Y. State Council)	*Edward A. Clark, '35*
The Knights of Columbus (N. Y. State Council)	*William E. Fitzpatrick, '35*
The Knights of Columbus (N. Y. State Council)	*William T. Forrestal, '37*
The Knights of Columbus (N. Y. State Council)	*James S. Phair, '37*
The Knights of Columbus (N. Y. State Council)	*Charles H. Gaffney, '37*
The Knights of Columbus (L. I. Chapter) . .	*Thomas F. Maher, '36*
The University of the State of New York . .	*Joseph T. Cashman, '35*
The University of the State of New York . .	*John J. Donovan, '35*
The University of the State of New York . .	*James J. Geraghty, '35*
The University of the State of New York . .	*William E. Fitzpatrick, '35*
The University of the State of New York . .	*Herman J. Herbert, '35*
The University of the State of New York . .	*John A. Clear, '36*
The University of the State of New York . .	*Richard J. Cotter, '36*
The University of the State of New York . .	*Joseph J. Joerg, '36*
The University of the State of New York . .	*Theodore P. Roeser, '36*
The University of the State of New York . .	*James E. Brearton, '37*
The University of the State of New York . .	*John F. Flynn, '37*
The University of the State of New York . .	*James J. Donovan, '37*
The University of the State of New York . .	*Edmund J. Tehan, '37*
The University of the State of New York . .	*James J. Walsh, Jr., '37*
The Fordham University	*Nicholas J. Callahan, '38*
The Fordham University	*Robert F. Carroll, '38*
The Fordham University	*Joseph M. Stuckart, '38*
The Fordham University (Awarded to student from Yonkers High School)	*Gerard J. O'Brien, '38*
The Fordham University (Awarded to student from Yonkers High School)	*William F. Leonard, '38*
The Holy Name Society, Police Department .	*James V. Sullivan, '35*
The Holy Name Society, Police Department .	*Daniel A. Curnan, '36*
The Holy Name Society, Department of Sanitation	*Myles J. McHale, '37*
The Holy Name Society, Department of Sanitation	*Frank J. Jaquinto, '37*
The Holy Name Society, Department of Sanitation	*Robert J. Stack '38*
The Regis High School	*John J. Truta, '37*

SYSTEM OF EDUCATION

The educational system of FORDHAM COLLEGE is substantially that of all other Colleges of the Society of Jesus. Those who are desirous of making either a scientific or historical study of that system have abundant sources of information in the following works: *Monumenta Germaniæ Pedagogica,* Vols. II, V, IX, XVI; *Un Collège de Jésuites,* par C. De Rochemonteix, S.J. For a shorter commentary on the Ratio Studiorum, the reader is referred to *Jesuit Education* by Robert Swickerath, S.J.; *The Jesuits and Education,* William McGucken, S.J.; *La Pedagogie des Jésuites,* J. B. Herman, S.J.; *Saint Ignatius and the Ratio Studiorum,* E. A. Fitzpatrick; *Principles of Jesuit Education in Practice,* Francis P. Donnelly, S.J.; *The Catholic Way in Education,* William McGucken, S.J.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method and the object aimed at by its teaching will give a general idea of its purpose.

Education, in its complete sense, is understood by us as the full and harmonious development of the intellectual, moral and physical powers of man. It is not, therefore, mere instruction or the acquisition of knowledge, although instruction and the acquisition of knowledge necessarily accompany any right system of education. But the gaining of knowledge is a secondary, or at any rate a concomitant, result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Hence, such instruments of education, that is, such studies, sciences or languages, are chosen as will effectively further the end proposed. These studies are selected, moreover, only in such numbers as are sufficient and helpful to ensure a gradual and natural development of the student's powers. A student who is to be educated will not be forced, in the short period of his college

course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stability, it tends to produce mental elasticity, the lack of which is one of the most hopeless and disheartening results of specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so chosen and communicated that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Language and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece.

As these are languages with a structure and idiom remote from the language of the student, the study of them lays bare before him the laws of thought and logic, and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recesses of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world of time and space, the Jesuit system of education has unwaveringly kept Language in a position of honor as an instrument of culture.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, we have always held that knowledge and intellectual development of themselves have no moral efficacy. Only religion can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the vital force animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminate all that is noble, expose what is base, and give to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure

of science, professional and special; as well as for the upbuilding of moral, civil and religious life.

Religious Training

From the foregoing summary of Jesuit education, it is clear that the College authorities are convinced that without religion there can be no education in the true sense of the word, that is to say, no complete and harmonious development of the intellect and heart of man. They hold, furthermore, that religious truth, being definite and certain, may be taught with as much exactness as language and philosophy. Hence the study of religion is required, and lectures are given twice a week which cover the whole of Christian dogma and morals during the four years' college course. Devotions in honor of the Sacred Heart and the Mother of God, as well as other religious practices, are held during the year, and are of obligation. Moreover, all are required to attend regularly to their religious duties.

The Student Counsellor

To more effectively carry out this religious training, one of the Fathers of the Faculty is appointed as counsellor or adviser of the students. His principal duty is to direct the spiritual activities of the College and the various religious societies and sodalities, in regard to which he exercises much the same supervision as the Dean of Discipline exercises in his department.

He provides opportunities for the students to receive the Sacraments in addition to the times assigned for the general student body.

He is, in a special sense, the friend and adviser of the students, not only in matters directly spiritual, but also material and temporal; in their studies, their social duties, and in other intimate and personal matters as each one may wish.

One of the questions of highest importance to every College graduate is the wise choice of a profession or vocation according to one's character, talents and attractions, both natural and super-

natural. No student with a serious outlook on life will fail to determine, well in advance of his graduation, the career which, under God's providence, will best assure his temporal success and his eternal happiness. In this matter the assistance of the Student Counsellor will be invaluable. His hours will be arranged to afford ample opportunity of conferring with him.

Scholarship

The Jesuit system of education demands of its students the highest ideals and standards. It seeks to attain the highest culture, the best mental and moral development. Power of expression, acquaintance with the best in literature, thoroughness in scientific studies, depth of thought, clearness in reasoning—these are the characteristics of real scholarship.

To attain this scholarship, earnest work is required. Application to study, care, concentration and perseverance are expected. Catholic education should provide the best for the various professions and for all walks of life.

Fordham offers special facilities for the attainment of real scholarship. The **University Library** is housed in a magnificent Gothic building. It contains 120,000 volumes, 25,000 of which are in circulation, the remainder are used for reference. All are catalogued according to the Library of Congress system, and are accessible to the students. The main reading room consists of three large halls, which are for the use of the students. There are also three special rooms for private study and research. The Library receives regularly all the current magazines and periodicals. Special collections on history, patrology, scholastic philosophy, education, chemistry and physics are also at the disposal of those who wish to make research in these branches.

For the study of chemistry, physics and biology, provision is made in three separate modern buildings, with lecture rooms, laboratories and research rooms. All are equipped with the best and

latest scientific equipment. In these scientific subjects all laboratory work must be satisfactorily completed before a student is eligible to take the examination in that subject.

Opportunities are also offered in debate, in vocal and instrumental music, in dramatics, in college journalism and in the various forms of athletics, all of which are taken up as extra-curricular activities.

Attendance

The first semester of the scholastic year begins about September 15, the second semester, February 1. The daily sessions begin at 9 a.m. Punctual attendance is required, and no student is permitted to enter class late. **Students who are not present 85% of a semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. If in any semester a student's absences in a subject exceed twice the credit hours of that subject, he shall receive no credit for the course. Parents and guardians should know, moreover, that absence, even when excused, affects class standing and the class average is lowered by such absences. An absence from a class exercise during the twenty-four hours preceding or following a vacation or holiday will be recorded as two absences.**

Examinations and Promotions

Examinations are held semi-annually at the close of each semester on the subject-matter of that semester. Philosophy examinations are both written and oral; in all other branches, they are written only. The final examination of the year is comprehensive.

Promotions are made only at the beginning of the year. They are determined by the student's record for recitations, written assignments and tests during the course of the entire year, combined with the results of the mid-year and final examinations.

Beginning in September, 1935, for Freshman and continuing through the other classes in successive years, a General Average of 70% will be required for promotion from one class to another. The passing mark (60%) will not be changed for the present.

Any student who fails to receive a passing mark in the semester average in any subject is considered a failure in that subject and must repeat that subject-matter before promotion. Those with three failures will be dropped from the college register. Those with consistently low grades who show no improvement after repeated warnings will be dropped even though they have fewer than three failures. All failures in all classes for the second semester must be made up in Summer School.

Re-examinations are held at the beginning of each semester for the removal of conditions received in subjects taken during the preceding semester. These are allowed in a limited number of subjects and must be removed in February for students deficient in the first semester, and in September for students deficient in the second semester, or such students will not be allowed to proceed with their class. These include oral examinations in philosophy in Senior and Junior years. Only one re-examination will be allowed. Under certain circumstances, students may repeat the entire semester, taking all courses over again, on condition that they maintain a grade of 75% in all subjects. A failure in any course so repeated will debar a student from further credit from Fordham. Upon removing a condition, the grade received is never over 60%, no matter for what reason the condition was given. Those absent from a condition examination are not allowed another examination, but must repeat the entire course.

No student is allowed to take more than five years in which to obtain his degree. He may repeat a year only once during his course, and may not repeat any other year later.

Grades and Reports

Reports containing the grades in each subject are issued four times a year, the first three times they are given to the students, the final one is mailed to the student's home. **These are to be signed by parents or guardians and returned to the Dean's office. It is expected that the fullest co-operation be given the college authorities in this matter by parents and guardians. Students with low grades are warned and their parents notified of their low standing. Those with consistently low grades who show no improvement after warnings will be dropped from the college register.**

Graduation

Students who have pursued the entire course as prescribed, and have successfully passed all their examinations are recommended for the first academic degree in course. These degrees are conferred at commencement, at which time the students receive their diploma from the Rector of the University. Degrees with distinction are noted on the diploma and commencement program. At commencement, also, the special honors and prizes are awarded.

Withdrawal

No student will be allowed to withdraw from college without the written permission of parents or guardians. Honorable dismissal will not be granted until such permission is received.

REQUIREMENTS FOR ADMISSION

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year day high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their last year of high school. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit of credit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

For A.B. Course		For B.S. Courses	
Latin	3 or 4 units	English	3 units
English	3 units	Algebra	2 or 1 unit
Algebra (at least through quadratics)	2 or 1 unit	(at least through quadratics)	
Plane Geometry	1 unit	Plane Geometry	1 unit
*Trigonometry	½ unit	Trigonometry	½ unit
Modern Language	2 or 3 units	Modern Language	2 or 3 units
History	1 unit	History	1 unit

The remaining units may be made up from any standard high school subjects except commercial and manual training courses.

*Will not be required after 1935.

Applicants may be admitted without Trigonometry and Modern Language, at the discretion of the Board of Admissions, in which case they will be required to take these subjects as extra courses, in addition to the other requirements, during their Freshman and Sophomore years. Only French and German will be given. Extra charge will be made for each course. These classes are held after the regular class hours and on Saturday.

Admission to Advanced Standing

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

He must have completed creditably at least one entire year in a school of collegiate grade.

He must have taken the courses in Latin, (Greek), English and Philosophy as prescribed in the curriculum, and also Trigonometry, if not a part of his high school course. For other subjects an equivalent may be accepted at the discretion of the Committee on Admissions.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

Outline of Courses

The College offers three parallel courses in the liberal arts and sciences extending through four years, and leading in one case to the Bachelor of Arts degree; and to the Bachelor of Science degree in each of the other two. Any one of these courses of study, successfully completed, will give the student a liberal education and serve as a basis for professional study and for business life. The Bachelor of Arts course is especially devoted to the cultural studies, and is particularly recommended as a general college course, as a

preparation for the teaching or legal professions and for seminary studies. The Bachelor of Science Course I substitutes pure sciences to a great extent for the languages of the Arts course. It is especially intended for students who expect to enter the professions of medicine, dentistry and engineering. The Bachelor of Science Course II emphasizes courses in economics, business administration and related subjects rather than the pure sciences of the Bachelor of Science Course I. It is especially outlined for students who will enter business life when they have obtained their baccalaureate degree.

It is important that students applying for admission to one of the courses leading to the B.S. degree indicate their course as B.S. I or B.S. II. Once a course is chosen it must be followed for the year. No change in courses is allowed during the scholastic year.

REQUIREMENTS FOR THE A.B. AND B.S. DEGREES

In order to receive the degree of A.B. or B.S. a student is required to complete successfully a specified number of prescribed and elective courses.

The work of the Freshman and Sophomore years is almost entirely in specified subjects, but in Junior and Senior years the student is allowed some choice of studies in his program so that he may better prepare for the field of activity which he will enter after graduation.

On or before April 15 each year, every candidate for these degrees must select, with the advice of his Faculty Adviser, the Electives to be followed during the last two years of his course. Each one must notify the Dean in writing of his choice before the above date. All students who register after this date must pay a late registration fee of three dollars.

A student's choice of Electives, once filed, is supposed to be final. If a change becomes necessary, it may be made before August 15 with the approval of the Dean, and the payment of two dollars. This fee will be collected for each change of subject made at the student's request, except in cases where the change is the result of new courses being added to the curriculum. **No changes will be made under any circumstances after August 15.**

Students intending to enter professional schools should choose their school as early in their college course as possible; consult the catalogue in order to meet the requirements of admission, and choose their Electives accordingly. Students who intend to teach should acquaint themselves with the requirements for teaching the elementary, secondary and col-

lege subjects in their respective States and localities. Catalogues of the principal professional schools will be found in the Library of the Biology Department. **No one will be recommended to professional schools who does not attain a grade of 75% in all subjects.**

Those who intend to continue their education in Graduate Schools should see that they have the necessary prerequisite courses in their major field of study.

The prerequisite courses can be obtained in the following fields:

A.B. Course

Latin, Greek, English, French, German, Spanish, History, Philosophy, Religion, Pedagogy, Public Speaking, Chemistry, Mathematics.

B.S. I Course

Mathematics, Biology, Chemistry, Physics, English, French, German, Spanish, Philosophy, Religion, Pedagogy, History.

B.S. II Course

Business Administration, Economics, English, French, German, Spanish, History, Philosophy, Religion, Pedagogy, Chemistry.

GENERAL SCHEDULE OF COURSES

A.B. Course	B.S. Course I	B.S. Course II
FRESHMAN YEAR		
English	Chemistry	Accountancy
Greek or Math.	English	Economics
Latin	Mathematics	English
Modern Language	Physics	Modern Language
Public Speaking	Modern Language	Public Speaking
Religion	Religion	Religion
SOPHOMORE YEAR		
Chemistry	Chemistry	Accountancy
English	English	Chemistry
Greek or Math.	History	Economics
History	Math. or Biol.	English
Latin	Religion	History
Religion		Religion
JUNIOR YEAR		
Philosophy Courses	Philosophy Courses	Philosophy Courses
Physics	Chemistry	Physics
Religion	Religion	Religion
Electives (1)	Electives (1)	Electives (1)
SENIOR YEAR		
Ethics	Ethics	Ethics
Psychology	Psychology	Psychology
Religion	Religion	Religion
Electives (2)	Electives (2)	Electives (2)

Physical Training, two periods a week, is compulsory for Freshman and Sophomore Classes except for those taking Military Science.

Military Science (R. O. T. C.) Elective; Basic Course of two years in Freshman and Sophomore; Advanced Course of two years in Junior and Senior.

OUTLINE OF COURSES

PHILOSOPHY

JUNIOR YEAR. *Nine periods a week for both semesters. One of these periods each week is devoted to class disputation.*

The Philosophy of Junior Year is divided into four courses as follows:

COURSE I. LOGIC.—*The First Act of the Mind.* Simple apprehension and allied notions. The outward expression of ideas. *The Second Act of the Mind.* Judgment, its nature and laws. Propositions. *The Third Act of the Mind.* Reasoning, its nature and expression. The syllogism. Methods of induction. Fallacies. Definition, division, method.

COURSE II. EPISTEMOLOGY.—Truth and falsity. Certitude, metaphysical, physical, moral. Natural and philosophical certitude. Universal scepticism. Methodic doubt. Sources of certain cognition. Consciousness; the senses; ideas. Criticism of Kant's synthetic *a priori* judgments. Intellect, reason, memory, human testimony and belief. Historical criticism; textual criticism. Universals. Criterion of truth. Objective evidence.

COURSE III. ONTOLOGY.—The concept of being; analogousness of being. Essence and existence. Possibility, internal and external. Attributes of being; unity, individuality, identity and distinction. Truth and goodness of being. Categories of being. Substance and accident. Hypostasis and personality. Distinction between nature and person. Separability of accident from substance. Principal accidents and their divisions. Quantity, quality, relation. Causes of being, intrinsic and extrinsic. Principle of causality. Perfection of being. Simple and compound being; necessary and contingent being; finite and infinite being. Order and beauty.

COURSE IV. Cosmology.—Origin of the world. Pantheistic theories and materialistic views. Possibility of creation. Fact of the world's creation in time. Laws of nature. Reality of activity in inorganic bodies. Design in nature. Intrinsic final tendencies in natural bodies. Contingency of physical laws. Nature, possibility and cognoscibility of miracles. Theory of matter and form. Nature and properties of primal matter and substantial form. Nature and properties of inorganic bodies. Quantity, continuity. Formal effect of quantity. Space and place. Time, eternity and eviternity. Sensible qualities of corporeal substances. Existence of bodies in space. Compenetration and replication of bodies.

Senior Year. The Philosophy of Senior Year comprises two main subjects, Psychology and Ethics. *Five periods a week in each subject for both semesters.*

COURSE I. A. Psychology.—The problem of life in general. Characteristics of living and non-living matter. Mechanical theories of life. Vitalism, neo-vitalism. The scholastic doctrine. The structure and functions of the nervous system of man. The reflex mechanism and its bearing on psychological problems. The localization of functions in the brain. Modern methods and results. The process of learning. Problems of child psychology. Sleep and dreams; various theories of sleep, its physiological and psychological significance. Hypnotism; the facts and various theories. Nature and kinds of sensations. External and internal senses. Experimental investigation of association and memory. The Associationist School. The scholastic doctrine concerning sensation. Experimental investigations and the scholastic doctrine of emotions.

Intellectual Life. Essential distinction between intellect and sense. The scholastic doctrine in the light of physiological and experimental data. Sensationalists, Associationists, Materialists, Monists, Psychophysical Parallelists, Positivists, Empiricists, Evolutionists. The three elements of intellectual life, simple apprehen-

sion, judgment and reasoning. The origin of ideas. Theory of innate ideas: Plato, Descartes, Leibnitz, Rosmini, Cousin, Fichte, Hegel, Schelling, Kant. Ontologism: Malebranche, Gioberti, Ubagha. Traditionalism: De Bonald, Bonnetti, Ventura. The scholastic Aristotelian doctrine. The scholastic doctrine on judgment and reasoning. The will; its essential difference from the sensitive appetite. The object of the will. Motives, deliberation. Necessary and free acts. The nature of free will. Moral aspect of free will. Free will the necessary complement of man's rational nature. The various forms of determinism. The perversions of the will; crime and insanity.

The human soul. The substantiality and the so-called "actuality theory." The stream of consciousness; the perception of abiding identity of the ego. The simplicity of the soul; the spirituality of the human soul. Union of soul and body. Aristotelico-Scholastic doctrine. Descartes' doctrine. Doctrine of Plato, Malebranche, Locke, Rosmini, etc. Modern theories. Origin of the human soul. Traducianism. The scholastic doctrine. Immortality of the human soul. Ethical and teleological arguments. The universal belief of mankind and its value as an argument.

B. Natural Theology.—The existence of God. Various arguments. Refutation of the so-called ontological arguments. The essence of God. His attributes; infinity, unicity, simplicity, immutability, eternity, invisibility, incomprehensibility. The cognition of God. Its objects, primary and secondary. His cognition of the possibles, of necessary and free future acts, of the futuribles. The Will of God. Its objects, primary and secondary. Necessary and free objects. His Will, the principle of creation. The creative power can in no sense be shared by creatures. Divine preservation and concurrence. Divine providence and its relation to existing evil.

COURSE II. Ethics.—Definition, nature, scope and object of ethics. Beatitude, the ultimate intrinsic end of man. God's external glory, the ultimate extrinsic end of man. Goodness;

proximate norm, rational nature; ultimate norm, Divine Nature. The human act; its imputability, merit, morality. The norm of morality. External norm: Law, eternal, natural, positive. Obligation, Divine and human. Internal norm: conscience. Theological and moral virtues.

Duties to God. Interior and exterior worship. Obligation of accepting Divine revelation. Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. Right to material things. Right of private property. Ownership. Socialism and collectivism.

Society in general. Definition, nature, origin. Kinds of society. Domestic society—Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. Education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. Industrial society: wages, individual and general norms. Civil society: origin, genetic, historical, juridical. End of civil society. The State: primary purpose to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. Government. Function and form. Legislative, executive, judicial. Purpose of government; forms of government. The State and conscience. Liberty of conscience. Relations of Church and State. International right. Ethical and juridical duties and rights of nations. International law.

THE ART OF EXPRESSION

The study of scholastic philosophy is the chief work of the Junior and Senior years; that of Language holds the first place in Freshman and Sophomore.

The purpose of the Freshman and Sophomore years is to perfect the student in the art of expression. The classic masterpieces of Latin, Greek and English literature exemplify the precepts of

poetry and rhetoric, furnish parallel passages for critical appreciation, and serve as guides to composition in prose and poetry. Unity of purpose, consistency of theory and parallel handling of the same type of literature, all ensure a unified and thorough education and mastery of the art of expression.

ENGLISH

COURSE I. Freshman A.B. Four periods a week for both semesters.

First Semester:

A. The Study of Poetry.—Nature of literature and literary forms. The basic elements of poetry: experience, feeling, imagery, rhythm, language. Technical elements: versification, stanza forms, melody. Illustrative reading and training in critical appreciation.

B. History of English Literature.—A brief résumé of the history of English Literature from its beginnings to 1700, introductory to the survey of works and authors through the period of English Classicism: Swift and Pope. The periodical writers, Johnson, Goldsmith, Augustan criticism, and the early Romantics.

C. The One-Act Play.—Analysis of the theory and construction of this species of drama with a view to original writing and production at the Fordham One-Act Play Contests. The principles of drama and the theatre, craftsmanship of the play, single impression, action, characterization, dialogue, plot structure.

Second Semester:

D. Study of Poetry.—The ideas and experiences of poetry, poetic tradition and tendencies—realism, mysticism, impressionism, imagism. The types of poetry—lyric, epic, dramatic: their variety, song, ballad, tale, ode, sonnet, *vers de societe,* satire and pastoral. Critical reading directed to the cultivation of sound judgment and literary taste.

E. History of English Literature.—Continuing the survey through Crabtree, Cowper, Burns into the literature of the Nine-

teenth Century and the works of the great Romanticists. Particular emphasis on the reading of specific works with sufficient attention to backgrounds and scholarship.

TEXT-BOOKS: *Study of Poetry,* Connell, S.J.; *Technique of the One-Act-Play,* Gannon, S.J.; *History of English Literature,* Moody and Lovett; *The Eighteenth Century and the Romantic Period,* Scribner's.

COURSE II. ENGLISH COMPOSITION. *Both semesters in connection with the precepts in Course I.*

Creative writing in both prose and verse to be assigned each week in connection with precepts examined in the classroom. Narrative, descriptive, expository exercises. Writing the One-Act Play. Frequent book reports on recommended reading in prose and poetry.

COURSE III. ORAL ENGLISH. *One period a week for both semesters. Freshman A.B. and B.S.*

The study of the fundamentals of voice, action and speech construction, together with the theory and technique of the extempore speech. The aim is to develop directness and fluency and create confidence by a minimum of precept and a maximum of practice.

COURSE IV. Freshman B.S. I and II. Three periods a week for both semesters.

First Semester:

A. THE ESSAY.—A study of the essay. Its nature and origin, its historical development and its types. This study is based on the reading of approximately thirty essays.

B. THE ONE-ACT PLAY. The nature of drama. The literary canons governing the drama. The special technique of the one-act play. The primary purpose of this course is to furnish principles of dramatic criticism. It is also designed to stimulate those who have a special interest in dramatic composition.

Second Semester:

C. Study of Poetry.—The elements of poetry—the emotional, the intellectual and the imaginative. The language of poetry. Prosody. This study will be based upon classroom reading of the major poets and some of our contemporaries.

Text-Books: *A Collection of Essays; The Technique of the One-Act-Play,* Gannon, S.J.; *A College Book of Verse,* Gay; *The Golden Treasury,* Palgrave.

COURSE V. English Composition. *Both semesters in connection with the precepts in Course IV.*

At least one composition each week on such subjects as seem to the teacher of present interest to the class. One book review each month from a selected list of authors. An original literary essay will be required of each student at the conclusion of the study of that form.

COURSE VI. Sophomore English A.B. *Four hours a week for both semesters.*

First Semester:

A. Rhetoric.—The art of persuasion. Classification of arguments. Evaluation of the force of arguments. Parts of the speech. Argumentation. Means of interest.

B. History of English Literature.—A survey of English Literature from beginnings to Seventeenth Century—with particular emphasis on readings and critical analyses of the early Elizabethans, Shakespeare and his contemporaries.

Second Semester:

C. Principles of Prose Literature.—An examination of the elements of creative writing complementary to the study of poetic literature in Freshman Year. Types of prose: Essay, short story, novel.

D. History of English Literature.—From the Elizabethans to 1700, survey and readings.

To supplement the analysis of prose principles, a brief history of the English novel from Defoe to Thackeray.

COURSE VII. Composition. *Both semesters in connection with the precepts in Course VI.*

Exercises on the principles of persuasion. Writing the speech. Essays and book reports on assigned reading. Weekly exercises in original writing exemplifying the principles of prose literature studied during the semester. Frequent book reports on the material of the survey and other recommended reading.

COURSE VIII. Sophomore English B.S. I and II. *Four periods a week for both semesters.*

First Semester:

The Speech. Arguments—their classification and sources. The syllogism, induction and analogy. The formal parts of the speech. The exordium, the narration, the proposition, the confirmation and refutation, the peroration. The emotional element in persuasion. Speech style.

Second Semester:

A study of Shakespeare based upon reading and classroom analysis of the plays. The Elizabethan theatre. Marlowe to Jonson. A survey history of English literature.

Text-Book: *Persuasive Speech,* Donnelly, S.J.

COURSE IX. English Composition. *Both semesters in connection with the precepts in Course VI.*

At least one composition each week based upon models in the rhetoric text-book. Brief exercises in stating arguments and in composing the formal parts of the speech. Other exercises on subjects that seem to the teacher of present interest to the class. One book review each month from a selected list of authors.

The following courses in English are elective for Junior or Senior:

COURSE X. Elective for Juniors. Three periods a week for both semesters.

A. The Victorian Period.—Studies in the prose and poetry of the age from Macaulay to Swinburne. Background and critical discussion. Assignments and frequent written reports.

B. Modern Poetry.—Important developments in poetry from the 1890's to the present.

COURSE XI. Elective for Seniors. Three periods a week for both semesters.

Modern Drama.—An introduction to the modern drama based on a study of dramatic theory. Elements of technique, the development of the stage and a résumé of dramatic history since 1850. Weekly assignments include play reports and original scenario and dialogue composition.

COURSE XII. Comparative Literature. *Elective for Juniors and Seniors. Three periods a week for both semesters.*

Lectures and prescribed readings under supervision.

COURSE XIII. Public Speaking. *Elective for Seniors only. Three periods a week for both semesters.*

This course presents a practical study of the psychological and physical problems of oral persuasion. It includes a comprehensive treatment of the physiological elements of word production, the correction of improper vocal methods, enunciation, pronunciation, gesture and general platform deportment. It also embraces the evolution of oratory, audience analysis and control, analysis of subject-matter and purpose, together with arrangement and development of speech material. The tone system of elocution is employed. The practical aspects of the subject are emphasized, and frequent short speeches are required of the student during the course. In addition thereto, special attention is given to individual

criticism and instruction. Presupposes the course of oral English prescribed in Freshman.

Reference Books: *Principles of Effective Speaking,* Sanford and Yeager; *The Production of Correct Speech Sounds,* Mosher.

LATIN

COURSE I. Freshman Year. Five periods a week.

Authors—*First Semester:* Cicero, *Pro Archia;* Horace, *Ars Poetica;* Livy, *Selections,* Book XXI; Selections from Latin Poets; Virgil, *Æneid,* Books VI-XII; Latin Missal and Hymns. *Second Semester:* Horace, *Odes;* Cicero, *Pro Marcello;* Selections from Latin lyric poets.

Composition.—Two exercises in Latin prose each week. Some of the exercises are based on Bradley's *Aids to Latin Composition;* the rest will be original themes in imitation of prose authors read in class.

History of Greek and Roman civilization with special emphasis on the periods represented by the authors read in class. Prescribed reading under direction.

COURSE II. Sophomore Year. Five periods a week.

Authors—*First Semester:* Horace, *Epodes, Satires, Epistles, Carmen Sæculare;* Cicero, *Pro Lege Manilia. Second Semester:* Cicero, *Pro Milone* and *Pro Ligario;* Juvenal, *Satires;* Tacitus, *Annals,* Book XV (Edition—Smith, S.J.).

Composition.—Two exercises in prose each week. Elegant translations. Structural analysis of authors.

History of Greek and Roman civilization with special emphasis on the periods represented by the authors read in class. Prescribed reading under direction.

In Senior and Junior years, Latin is not prescribed. Advanced courses may be elected if desired.

COURSE III. Elective for Juniors. Three periods a week.

This course includes wider reading and written translations of classical and ecclesiastical authors, critical and comparative study of the classics and modern writers of the same class of literature. Considerable time will be given to Latin composition and methods of teaching.

AUTHORS—Cicero, readings from the *De Amicitia* and *De Senectute;* selections from Tacitus, mediæval and ecclesiastical authors.

COURSE IV. Elective for Seniors. Three periods a week.

A continuation of the course in Junior with readings from Cicero's *De Officiis* and *De Natura Deorum.*

GREEK

COURSE I. Freshman Year. Four periods a week.

AUTHORS—*First Semester:* Plato, *The Apology;* Homer, *Odyssey;* Herodotus, optional reading at sight (Merry, Parts I-V); Thucydides' *History;* St. Basil on *Literature. Second Semester:* Demosthenes, *Olynthiacs,* I, II and III; Euripides, *Hecuba, Alcestis;* Herodotus, optional reading at sight (Merry, Part VI-X); Theocritus, *Idylls.*

COMPOSITION.—Written exercises once a week based on Sidgwick's *Introduction to Greek Prose Composition.*

COURSE II. Sophomore Year. Four periods a week.

AUTHORS—*First Semester:* Demosthenes, *Philippic* I; Æschylus, *Prometheus Bound;* Sophocles, *Œdipus Tyrannus;* Thucydides, *Peloponnesian War,* Book II, cc. 1-46. *Second Semester:* Demosthenes, *De Corona,* entire; analysis of oratorical structure and style. Thorough acquaintance with the historical issues at stake. Thucydides, *Peloponnesian War,* Book II, cc. 47-68.

COURSE III. Elective for Juniors and Seniors. Three periods a week.

This course will stress the artistic elements in Homer's *Iliad* and *Odyssey*. Various translations in verse and prose will be considered in constant comparison with the original text. Attention will be chiefly directed to the lucidity, the objectivity, the humanity, the naturalness, the enduring freshness of Homer's style; to narration, description, plot, characterization and other elements of epic narrative; to the humorous and tragical, the oratorical and poetical qualities of the *Iliad* and *Odyssey*. There will be constant discussion of parallel excellencies in Bible narration and poetry and in the epics of Rome and of the other nations. A special point to be kept in view will be the availability of Homeric art for modern composition.

ELEMENTARY GREEK

For those who enter Freshman without any secondary preparation in Greek and who desire Greek as a requirement for future studies or are interested in literature rather than science, courses in Elementary Greek are offered.

COURSE I. Freshman Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Fundamentals of Greek Grammar, White's *First Greek Book. Second Semester:* Continuation of Greek Grammar; Xenophon, *Cyropædia;* Plato, *Apology.*

COMPOSITION.—Written exercises based on Xenophon and Plato once a week.

COURSE II. Sophomore Year. Four periods a week for both semesters.

AUTHORS—*First Semester:* Plato, *Apology;* Demosthenes, *First Philippic. Second Semester:* Euripides, *Alcestis;* Demosthenes, *De Corona;* Sophocles, *Œdipus Rex.*

COMPOSITION.—Written exercises based on Demosthenes once a week.

The original Greek may be supplemented by translations of parts of the above authors, and also by lectures on such topics as "The Legacy of Greece," Greek Poetry, Athens in the Golden Age, The Drama at Athens.

COURSE III. Elective in Junior and Senior. Three periods a week for both semesters.

If any desire, a further study of Greek literature with readings from the *Iliad* and *Odyssey,* Demosthenes and Sophocles can be elected in Junior and Senior years.

HISTORY

COURSE I. Prescribed for Sophomore A.B. and B.S. I and II. Three periods a week for First Semester.

Era of Charlemagne to "Reformation," 800-1517 A.D.

Historical significance of the Roman Empire. Conflict with Christianity. Triumph of Christianity. Migration of nations. Conquest of Western Roman Empire. Conversion of barbarians. Growth of papal power. Early Celtic missionary enterprises. Eastern Roman Empire—estrangement from Western Europe by heresy and schism.

Reorganization of Western World under Charlemagne. The Papacy and the Holy Roman Empire. Monasticism—its origin and character, its work for civilization.

Feudalism—its origin, nature and influence for good and evil. Moral revival of Eleventh Century. Hildebrand and his successors, their struggle for law and order against forces of anarchy and absolutism. The lay-investiture conflict.

The Mediæval Church, its imperial character in temporal as well as spiritual sphere—its wealth and political power, origin and justification of same—its rôle as chief civilizer in every department of human life—its three avenues of energy, the papacy, monasticism, the sacramental system.

Islam, its origin and character, its assaults upon Christian and civilized world. The Crusades, their true nature, causes and effects. The Military Orders and the defense of Christian frontiers against the Moslem. Crusades against heretics. Nature of mediæval heresies. The Inquisition. True nature and theory of mediæval religious persecutions.

Social and economic features of the Middle Ages. The gilds—the rise of cities and decay of serfdom—the age of discoveries and exploration.

Mediæval education—the origin and development of the university—mediæval art, literature and science. Scholasticism—the friars, their missionary, educational and moral influence—their connection with the universities. Age of charity and benevolence.

Development of free institutions in the Middle Ages—the Cortes in the Spanish kingdoms. The French States General. German Diets. Magna Charta and development of English Parliament. Influence of Roman canon law upon European jurisprudence. The Roman civil law, its excellencies, its deplorable effect upon mediæval liberty, its furthering of absolutism. The mediæval concept of the "Catholic Church and Christian State."

Expansion of Europe to East. Entrance of Slavs into Christian civilization. Formation of national governments. Dynastic ambitions and wars.

The Renaissance—Christian and pagan aspects of the movement—its beneficial and disastrous influences upon later Middle Ages.

COURSE II. Prescribed for Sophomore A.B. and B.S. I and II. Three periods a week. Second Semester.

"The Reformation."
Revolt of Luther (1517). Peace of Westphalia (1648).

Causes and occasions, remote and immediate, of the religious upheaval of the Sixteenth Century. Contest between papacy and Philip the Fair. Avignon residence of the Popes. The great Western schism. Lollards and Hussites. The black death.

Baneful influence of "Pagan" renaissance. Growing absolutism of civil power, its jealousy of wealth and political position of the Church. Hostility of commercial classes to economic teaching and practices of the mediæval Church. Worldly lives and secular-preoccupation of renaissance prelates. General weakening of spiritual ties and growth of secularist spirit.

The true character of the religious revolution of the Sixteenth Century and its leaders, as seen in the light of modern research contrasted with traditional *ex parte* views.

Luther and Lutheranism—doctrinal errors and reliance upon civil power—Philip of Hesse, Gustavus Vasa. Chaos, religious, social and political, consequent upon preaching of "New Gospel."

Zwingli and Calvin—further development of doctrine. Huguenot intolerance and conspiracy in France—counter-violence of Catholic party. John Knox and tyrannical measures of the Reformation in Scotland.

Special features of the Reformation in England—divorce of Henry VIII—rupture with Rome and reign of terror. Further Protestantization under Edward VI. Reaction under Mary. Ultimate triumph of political-religious compromise under Elizabeth and the Stuarts.

Barbarous efforts to force Protestantism upon Ireland and their final failure.

Catholic reaction and counter-reformation—the Council of Trent —the Jesuits and kindred orders—the Inquisition, its true history and character. Expansion of Catholicism into new lands, India, Japan, Africa and the Americas.

Wars of religion—internal dissensions and intolerance of Protestants. The Thirty Years' War. Practical effects of the "Reformation" upon European life; liberty, civil and religious; education, literature and progress.

COURSE III. Elective for Juniors. Three periods a week.

Eighteenth and Nineteenth Centuries
Peace of Westphalia (1648) to Our Own Times

Rapid survey of Europe from Peace of Westphalia to French Revolution. Power of France and England. The Stuart monarchy. Cromwell. Decay of liberty and religion.

The French Revolution, its causes and leaders—its earlier good features, its later disastrous effects.

Reorganization of Europe by the Congress of Vienna (1815). Career of Napoleon. Holy Alliance.

Irish struggle for land and liberty—redress of many ancient wrongs. Reforms in English Parliament—expansion of empire abroad.

Revolutionary outbreaks and gradual growth in free government all over Europe. Loss of temporal power of the Pope—unification of Italy and Germany.

Vicissitudes of French Government: kingdom, empire, republic. Extension of Russian Empire.

Entrance of Japan into circle of Great Powers—immense industrial and commercial expansion of Europe. Marvelous growth of the United States from colonies to a world power.

Triple Alliance and Entente Cordiale. The great World War. The new era.

COURSE IV. Elective for Seniors. Three periods a week.

American Constitutional History

This covers: (a) a careful study of the nature and content of the United States Constitution itself.

(b) Its historical background, *i.e.*, the mediæval Catholic political ideals and institutions in which it is rooted, and their later development in England and the colonies: the proximate history

of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies and compromises.

(c) The later growth of the Constitution, *i.e.,* the men and controversies that have most conduced to its interpretation, expansion or modification down to the present day.

COURSE V. Elective for Juniors and Seniors. Three periods a week for both semesters.

Early Christian civilization from the beginning of the Christian Era to Charlemagne.

COURSE VI. Elective for Juniors and Seniors. Three periods a week for both semesters.

Modern historical problems.

RELIGION

COURSE I. Freshman Year. Two periods a week.

First Semester: Religion and revelation. Proofs of a Divine revelation—prophecies and miracles. The documents of the Christian religion—the Gospels, their historical value. The claims of Jesus of Nazareth to Divinity. The character of Jesus of Nazareth. The fundamental doctrines of Jesus of Nazareth. The proofs of His Divinity—His prophecies and miracles. His resurrection. Various testimonies to His Divinity. (*Truth of Christianity Series. The Defense of the Catholic Church,* Doyle, pp. 1-158. *Cf.* Wilmers, pp. 1-61.)

Second Semester: Perpetuating Christ's doctrines and mission —establishment of a teaching body. Characteristics of this teaching body. Primacy of Peter. Successor of Peter in the primacy. Christ established a Church. Nature and characteristics of Christ's Church. Christ's Church necessary to salvation. Marks of Christ's Church. Catholic Church alone has these marks. Primacy of Christ's Church. Infallibility of the Pope. Church and State. (*Truth of Christianity Series. The Defense of the Catholic Church,* Doyle, pp. 159-283. *Cf.* Wilmers, pp. 62-133.)

COURSE II. Sophomore Year. Two periods a week.

First Semester: Summary of Freshman subject-matter. Holy Scripture and Tradition. Canon of Holy Scripture. Rule of Faith. Nature and necessity of faith. The Redemption and Incarnation. The Person and Natures of Christ. Divine and Human Wills of Christ. Hypostatic union. The Mother of God. The work of the Redemption. The application of the Redemption. (*Handbook of Christian Religion,* Wilmers, pp. 134-151; 401-436; 245-280.)

Second Semester: Grace, its nature and necessity. Sanctifying and actual grace. Means of grace—the Sacraments. Baptism. Confirmation. Holy Orders. (*Handbook of Christian Religion,* Wilmers, pp. 281-326; 365-372.)

COURSE III. Junior Year. Two periods a week.

First Semester: Summary of Freshman and Sophomore subject-matter. The Holy Eucharist—sacrament and sacrifice. Penance. Indulgences. Extreme Unction. Matrimony. (*Handbook of Christian Religion,* Wilmers, pp. 327-365; 372-378.)

Second Semester: The Last Things. Particular and General Judgment. Heaven. Purgatory. Hell. Virtue of Religion. Sins against Religion. Invocation of Saints. Veneration of images and relics. (*Handbook of Christian Religion,* Wilmers, pp. 379-398; 436-494.)

COURSE IV. Senior Year. Two periods a week.

First Semester: Summary of previous subject-matter. Christian Dogma. Existence and attributes of God. The Trinity. (*Handbook of Christian Religion,* Wilmers, pp. 151-153; 154-199.)

Second Semester: God the Creator. Divine Providence. The spiritual world. The material world. Man. Our first parents. The fall of our first parents. Share of the human race in the fall. Original sin. Purpose of the material world. The angels. The demons. (*Handbook of Christian Religion,* Wilmers, pp. 200-244.) Vocation and states of life.

REFERENCE BOOKS: *God the Redeemer,* Herzog, S.J.; *The Channels of Redemption,* Herzog, S.J.; *God and Creation,* Chetwood, S.J.; *Religion and Leadership,* Lord, S.J.; *The Catholic Church and the Modern Mind,* Morrison, S.J.; *Christian Life and Worship,* Ellard, S.J.; *Apologetics and Catholic Doctrine,* Sheehan; *Religion Outlines for Colleges,* Cooper.

HISTORY OF PHILOSOPHY

Elective for Seniors. Three periods a week.

First Semester: Oriental philosophy: The sacred books of the Chinese. The Vedas and other productions of Indian literature. The philosophy of Vedanta, of Samkhya and Yoga, of Nyaya and Vaiseshika. Philosophical theories of Egypt and of Western Asia.

Greek philosophy: The Ionic school. The Pythagoreans. The Eleatics. The Sophists. Socrates and the Socratic schools. Plato. Aristotle. The Epicureans. The Stoics. The Sceptics.

Christian philosophy: The Gnostics. The Neo-Platonists. The Fathers of the Church.

Scholastic philosophy: Boethius. St. John of Damascus. Erigena. Avicenna. Averroes. Alexander of Hales. St. Bonaventure. Albertus Magnus. St. Thomas Aquinas. Roger Bacon. Duns Scotus. Raymond Lully. William of Occam. Peter d'Ailly. Tauler, Gerson, Nicholas of Cusa. The Mystics. The revival of Platonism, of Aristotelianism, of Atomism. The Secular Philosophers. The Political Philosophers.

Second Semester: Modern philosophy: Descartes and his followers. Malebranche, Spinoza. Bayle, Cudworth. Locke. Hume. Condillac. Helvetius. Voltaire. The Encyclopedists, Leibnitz. Wolff. Berkeley. Rousseau. The Scottish school. The Transcendentalists: Kant, Fichte, Schelling, and their schools of thought. Herbart and Schopenhauer, Krause and Hegel. The Neo-Kantians. Von Hartmann. Trendelburg. Lotze. Current philosophical theories. Neo-Scholastics. Thomistic philosophy under Leo XIII.

POLITICAL AND SOCIAL SCIENCE

COURSE I. Prescribed for Freshman B.S. II. Three periods a week for both semesters.

The nature and scope of economics. Economic concepts. Production, distribution and consumption of wealth. Value and price. Money. Credit. Banking. Business cycles. International trade. Tariffs. Protection and free trade. A brief history of economic thought. Liberalism. Socialism. Communism. The New Deal.

COURSE II. Prescribed for Sophomore B.S. II. Three periods a week for both semesters.

Distribution. Wages. Interest. Rent. Profits. Corporations. Trusts and monopolies. Labor legislation. The Encyclicals on Capital and Labor. Problems of labor. Industry and agriculture. Transportation. Insurance. Social saving and waste. Public finance.

COURSE III. Elective for Junior Year, B.S. II. Three periods a week for both semesters.

I. The Economic History of America:

The colonial age. The agricultural era. The formation of the laboring class. The canal and railroad eras. The machine age. The era of big business. The World War and its problems. World trade.

II. Statistics:

An introductory course in the collection, classification and tabulation of numerical facts, and their use in business. The mathematics of investment.

COURSE IV. Elective for Senior Year, B.S. II. Three periods a week for both semesters.

I. Banking:

An advanced course in banks, banking, credit, prices and money. Domestic and foreign exchange. The stock market.

II. Modern Economic Problems:

Corporations. Trusts. Private property. The Government in business. The economic and social aspects of government revenue and spending. The diffusion of wealth. Industrial conflict and peace. Unemployment. Social insurance. Marketing.

COURSE V. Elective for Junior A.B., B.S. I. Three periods a week for both semesters.

The nature and scope of economics. Its relation to ethics. The production, distribution and consumption of wealth. Value and price. The theory and practice of money and credit. Banking: its theory, practice and history. Business cycles. International trade. A brief history of economic thought. Modern theories pertaining to the distribution of wealth.

COURSE VI. Elective for Senior A.B., B.S. I, B.S. II. Three periods a week for both semesters.

Distribution. Social groups. Present-day problems pertaining to wages, interest, rent and profits. Transportation. Corporations. Trusts and monopolies. Stock Exchange. Social planning. Saving and waste. Problems of labor, industry, finance and agriculture. Insurance. The Encyclicals on Capital and Labor. Public finance. National and international debts.

PEDAGOGY

Elective for Juniors and Seniors. Three periods a week for both semesters.

I. History of Education:

A general survey of the history of education from ancient times down to the present day. The purpose of this course is to trace educational aims, ideals and practices to their origin and to account for their development.

Particular attention will be given to those national systems and educational movements which have had a marked influence on the schools of to-day.

II. Principles of Education:

This course is intended to be eminently practical. After a brief consideration of the most important principles contributed to education by religion, psychology, logic, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated: imitation, habit formation and character building; curiosity, attention and interest; the association of ideas and apperception; the fundamental methods of learning; culture *vs.* efficiency as educational aims.

III. Educational Psychology:

The course considers original nature, instinctive behavior, individual differences, habit formation, memory, imagination, thinking. Problems of transfer of training, measuring result of achievement.

IV. Methods of Education:

General Methods.—Types of teaching, drill, induction, deduction, appreciation, study lessons; project problems; aids in learning process: motivation; dramatization; multiple sense appeal; questioning, organization of lesson plans, training of will, education of emotion.

Application of methods to the dynamic factors in teaching and learning the subjects of the elementary and secondary school curriculum. Special emphasis on English, arithmetic, geography, history and nature study. Extra classes are held to fulfil the 60 hours requirement. **The professional teaching requirement in Special Methods in any definite subject is not given in the undergraduate course. This requirement must be taken in a professional school.** **Cf. page 35.**

MATHEMATICS

COURSE I.

The purpose of the courses in mathematics is to prepare the students for the better understanding of the subject-matter and problems which they will meet in the study of physics and chemistry,

as well as to give a proper background to those who wish to take higher studies in mathematics later on. For this reason, the course is a unified course of broad scope, rather than of the separate subjects of college algebra, analytic geometry, trigonometry and calculus, though it contains all of these. The problems are collected from scientific, technical and business sources. Text-book: *Introduction to Mathematical Analysis,* F. L. Griffin.

Prescribed for Freshman B.S. I and Freshman A.B. (instead of Greek). Four periods a week for both semesters.

COURSE II.

Continues the course of Freshman Year upon which it is systematically built and correlated. The following are emphasized: Polar and parametric equations. Principles needed for calculus problems. Derivatives and integrals with applications to practical problems. Technique of integration. Curvature and motion in a plane. Further methods of analytic geometry.

Prescribed for Sophomore A.B. (instead of Greek). Students of Sophomore B.S. I who are going to engineering or technical schools take this course instead of Biology. Four periods a week for both semesters.

COURSE III. Elective.

Advanced Calculus.—Includes the following: Functions of several variables. Partial derivatives and multiple integration. Co-ordinates in space. Series, hyperbolic functions, indeterminate forms, and mean values. Elements of differential equations. Plane curves and envelopes.

COURSE IV. Elective.

Differential Equations.—This course deals with methods of solving ordinary and partial differential equations with applications to geometric and scientific problems.

Projective Geometry.—An introduction to modern geometry dealing with the projective properties of fundamental forms of the first and second orders.

Courses I and II may be also taken as Electives in Junior and Senior by those who did not have mathematics in Freshman and Sophomore.

BIOLOGY

Required for Sophomore B.S. students who intend to study medicine, elective for others. Elective for Junior and Senior A.B. and B.S.

COURSE I. Two didactic and two laboratory periods a week for both semesters.

Origin of life, morphology of cell and tissues, morphology of organs and their physiological functions, classification of animals and plants; evolution, Darwinism, heredity, Mendelism; the anatomy and physiology of the animal classes, parasitism; microscopic study of amœba paramœcium, sycon, leucosolenia, hydra, obelia, tapeworm and dissection of earthworm, lobster, locust, dogfish, frog, clam and special dissection of the cat.

COURSE II. Two didactic and two laboratory periods a week for both semesters. Elective for Junior and Senior A.B. and B.S.

Histology and elementary embryology. The study of the structure of the cells, tissues and organs. Organology of the systems, and physiology of the digestive, nervous, urinary and reproductive systems. Origin and maturation of germ cells; fertilization, cleavage and differentiation of tissues; preparation of slides. Embryology of the chick complete, with embryology of the frog and pig. Micro-technique is stressed.

COURSE III. Comparative Anatomy. *One didactic and one laboratory period a week for both semesters. Elective.*

Detailed structure of organs: integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in the different animals; study of the physiology of the different organs; symmetry and asymmetry, habits and life histories. The laboratory work will include preparations of specimens

in toto and in section, fixation, embedding, cutting, staining in preparation of sections for microscopic observation; intense training in the use of the microscope for best results.

COURSE IV. Entomology. *One didactic and one laboratory period a week for both semesters. Elective.*

The orders of insects. General anatomy of insects. Importance of hexapoda in general, and beneficial and injurious insects in particular. Metamorphosis of insects and heteronomous metameric structure.

COURSE V. Botany. *One didactic and one laboratory period a week for both semesters. Elective.*

Classification, structure, physiology, reproduction ecology, distribution of plants. Principles of variation in structure and life history of the different groups. Organisms causing plant diseases, economic importance of plants to man; drugs, fibres, foods. The habitat and culture of plants, with a history of the important food plants of to-day.

COURSE VI. Bacteriology. *One didactic and one laboratory period a week for both semesters. Elective.*

Elementary principles of bacteriology. Preparation of media and cultures, study and classification of bacteria. The helpful and harmful bacteria. General laboratory technique.

All courses in biology are supplemented by a special museum of biology organized into instructional groups.

A comprehensive library of biology in the Biology Building is at the disposal of the students.

COURSE VII. Physiology and Hygiene. *Elective for Seniors. Three periods a week for both semesters.*

A general course in the fundamental facts and principles of human physiology and hygiene. A study of the cell and its differentiations; the systems of the body, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Intensive study of the nervous system and the special sense organs;

hygiene of the body with reference to the individual and the community. The lectures will include demonstrations, charts and models.

CHEMISTRY

COURSE I. General Inorganic Chemistry. *Freshman B.S. I. Three didactic and one laboratory period a week for both semesters.*

This course offers a thorough and systematic study of the general laws and theories of chemistry. The metallic and the non-metallic elements and their compounds are studied from the standpoint of the periodic classification.

Experimental lectures and recitations on the fundamental laws and theories of chemistry. The course includes a study of the basic processes employed in chemical calculations with reference to their use in the present and future courses in chemistry.

COURSE II. General Inorganic Chemistry. *Sophomore A.B. and B.S. II. Three didactic and one laboratory period a week for both semesters.*

The purpose of this course is to give to the student the fundamental principles of the science of chemistry and the scientific method so that he may better see the application of this science in other fields of learning. It also proposes to give him an appreciation of the contributions of chemistry to our present-day civilization.

This course offers a descriptive treatment of the more common chemical elements and their compounds; the important laws and theoretical principles underlying chemical science. Lectures, with experimental demonstrations; recitations, laboratory work.

COURSE III. Qualitative Analysis.

"A." Basic Analysis. Two didactic and two laboratory periods a week for one semester. Given in both first and second semesters.

In this course, the base-forming (metallic) substances are detected and determined in solutions of their salts by standard methods, without considering the amounts in which they are present. These cations are grouped in terms of their reaction toward

general reagents. Preliminary work is first carried out with "known" solutions and the student is then required to analyze several unknown solutions. In each case a detailed report on the analytical procedure followed, is required.

This course is obligatory for Sophomore B.S. I. Elective for Junior and Senior A.B. and B.S. II.

"B." Dry Analysis. Acid Analysis. Two didactic and two laboratory periods a week in second semester.

In this course particular stress is laid on the detection and determination of the components and constituents of mixtures and compounds, respectively. More particular attention is given to the detection of the anions by means of proven and modern methods and reagents. Preliminary work is carried out with "known" substances and followed by analyses of a graduated series of unknown bodies. Basic analysis is a prerequisite for this course. In each case a detailed report on the work done is required. Basic analysis is continued and the properties of bodies in the solid state as well as in solution are discussed in detail.

Elective for Junior and Senior.

COURSE IV. "A." Quantitative Analysis. *Two didactic and two laboratory periods a week for both semesters.*

The lectures cover the general methods of quantitative analysis, and the standard procedures for determining quantitatively the more common metals and anions, while in the laboratory those principles are applied to unknown substances and mixtures to determine quantitatively the respective metals and anions present in a given specimen. In the first semester the course includes the gravimetric estimation of hydrochloric and sulphuric acids, iron and calcium and magnesium in the course of a complete analysis of limestone. The electrolytic determination of copper is carried out in connection with the analysis of brass. Attention is paid throughout to the solution of typical quantitative problems. In the second semester, the class studies volumetric processes such as acidimetry and oxidation-reduction determinations.

"B." Quantitative Volumetric Analysis. Two didactic and two laboratory periods a week for one semester. (Second.)

This course is identical with the second semester of "A" and will accommodate those who wish one semester in both qualitative and quantitative analysis.

"C." Quantitative Volumetric Analysis. Two didactic and two laboratory periods (Saturdays) a week for one semester. (First.)

This course is identical with "B" and is given during the first semester. The lectures are given during the week, the laboratory on Saturdays.

Elective in Junior and Senior.

The prerequisites for these courses are Courses I and II.

COURSE V. Organic Chemistry. *Two didactic and two laboratory periods a week for both semesters.*

This course is the usual introductory course in general organic chemistry. The lectures include the formulas, both empirical and structural, of organic compounds; homologous series; and a study of the more important compounds and their ordinary derivatives—their properties, reactions, and uses in medicine and in the industries. In the laboratory, some of these compounds are prepared, purified and studied according to the methods commonly used by organic chemists.

This course is obligatory for Junior B.S. I; elective for Junior and Senior A.B. and B.S. II.

The prerequisites for this course are Courses I and II.

COURSE VI. Advanced Organic Chemistry. *Two didactic periods a week for both semesters. Elective for Seniors.*

This course is a continuance of Course IV. The lectures cover the important isocyclic and heterocyclic and members of the aromatic series. Students who wish to pursue further studies in Chemistry and Medicine will find this course decidedly advantageous.

COURSE VII. PHYSIOLOGICAL CHEMISTRY. *Two didactic and two laboratory periods a week for both semesters. Elective for Seniors.*

This course will include a detailed discussion of the chemistry of the carbohydrates, fats and proteins, together with a general consideration of the accessory food products. During the second semester the lectures will cover the more important features of metabolism, both that of the normal organism and the more important pathological conditions such as diabetes, nephritis and other conditions of disturbed metabolism. In the laboratory, during the second semester, particular attention will be paid to the practical side of biochemistry, such as the analysis of blood and urine, making use of the latest methods employed in the modern hospital and clinical laboratory.

The prerequisites are Courses I, II and IV.

COURSE VIII. PHYSICAL CHEMISTRY. *Two didactic and two laboratory periods a week for both semesters. Elective for Seniors.*

This course deals with the properties and reactions of chemical substances according to their fundamental aspects and laws. These laws are dealt with from a mathematical standpoint by means of problems. The student must have a working knowledge of analytical geometry; calculus is advised but not required. The various equations of thermo-dynamics, electro-chemistry and electrolytic solutions and chemical kinetics are dealt with as fully as possible. The laboratory work will include some of the various measurements commonly required in physico-chemical measurements, such as molecular weight by different methods, viscosity, velocity of reactions, electrical conductance and the determination of hydrogen ion concentration, both colorimetrically and electrometrically.

Prerequisites: Chemistry I, II "A" (or II "B"), III "A" (or III "B" or III "C"), IV, Physics I, mathematics, including analytical geometry.

COURSE IX. Introductory Physical Chemistry. *Two didactic and two laboratory periods a week for one semester. Elective for Juniors and Seniors.*

The progress of Physical Chemistry and its application in the field of medicine has necessitated a course which will equip the aspirant to the medical profession with an adequate knowledge of this important branch of chemistry.

This course will be useful to prospective medical students on account of the stress laid on physical chemistry by all medical schools at the present time.

Prerequisites same as for Course VII (mathematics excepted).

CHEMISTRY RESEARCH LABORATORY

Those who wish to follow the profession of Chemistry after graduation will find the department well fitted, both as regards faculty and equipment, for carrying on graduate studies. Courses of instruction, leading to a Master or Doctorate degree, are given throughout the year for those who wish to major in Physiological or Organic Chemistry. Almost a hundred papers published in standard chemical journals attest the importance and high quality of the research done here in this field. The number of candidates is limited to twenty-five students. Complete reference works and current scientific periodicals, found in the department library, furnish unusual facilities for the study of chemical literature.

Students intending to specialize in this field of chemistry after finishing college should consult the Head of the Chemistry Department for particulars as to requirements for future graduate work.

PHYSICS

COURSE I. General Physics. *Freshman B.S. I. Four didactic and one laboratory period a week for both semesters.*

The subjects treated during the year will be: Mechanics, sound, heat, light and electricity. The laboratory will follow the associated lecture work. This course aims to give a fundamental course in Physics and prepares for specialized elective work in the following years.

COURSE II. General Physics. *Junior A.B. and B.S. II. Three didactic and one laboratory period a week for both semesters.*

The subjects treated during the year will be: Mechanics, sound, light and electricity. The laboratory will follow the associated lecture work. This course aims to give a general fundamental course in Physics.

COURSE III. Vector Analysis and Analytic Mechanics. *Elective, Junior and Senior. Three didactic periods a week for both semesters.*

The subjects treated will include the following: Addition and scalar multiplication of vectors, scalar and vector products, the differential and integral calculus of vectors. Numerous applications to physics will be presented in the discussion of each subject.

Analytic mechanics will embrace in general the following topics: The statics and dynamics of a particle, the statics and dynamics of a rigid body, center of gravity, flexible cords, kinetics of a particle, work and energy, constrained motion, moment of inertia, collision of spheres and kinetic friction.

COURSE IV. Electricity and Magnetism. *Elective, Junior and Senior. Three didactic periods and one laboratory period a week for both semesters.*

The topics treated during the course will be: General magnetism, terrestrial magnetism, electrostatics, electric current, electrolysis, thermo-electricity, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases, radioactivity, electrons and atoms.

The laboratory work will follow the associated lecture work.

COURSE V. Physical Optics. *Elective, Junior and Senior. Two didactic periods and one laboratory period a week for both semesters.*

The topics treated during the year will include the following: The nature of light, the phenomena of reflection, refraction, dis-

persion, interference and diffraction of light. The theory of these phenomena will be adequately treated. The resolution of spectral lines, polarization and double refraction, absorption, the optical properties of metals, rotary polarization, magneto-optics, electro-optics, fluorescence, phosphorescence, the laws of radiation, the nature of white light and the relative motion of ether and matter.

Appropriate experimental work will follow the order of the lectures.

GEOLOGY

Elective for Junior and Senior. Three periods a week for both semesters.

First Semester: Dynamic geology: Winds, weathering, rivers, glaciers, lakes, oceans, volcanoes, earthquakes.

Structural geology: Rock-forming minerals, composition and structure of rocks. Physiographic structure.

Historical geology: Archæan, paleozoic, mesozoic, cenozoic, and psychozoic eras.

Second Semester: Seismology and physics of earthquakes.

THE FORDHAM SEISMOLOGICAL STATION

In connection with the study of Geology and Advanced Physics, the Seismological Station of the University offers opportunities possessed by few educational institutions in the country.

The Observatory, "than which," in the words of the late Professor Turner of Oxford, "none better exists," is equipped with Wiechert (two components), Milne-Shaw (two components), Galitzin (three components) and Wood-Anderson seismographs. It is operated chiefly for the purpose of research work in connection with the Jesuit Seismological Association, as well as in co-operation with the Division of Seismology of the Coast and Geodetic Survey of the United States Government.

Both the geological theories and the physical principles underlying earthquake activity and its detection by the seismograph are

explained to all students in Science courses, and in cases where particular inclination and aptitude are evident, special students in Seismology are accepted.

BUSINESS ADMINISTRATION

COURSE I. Required for Freshman B.S. II. Four periods a week for both semesters.

First Semester: An introduction to the fundamental principles of business administration and accounting. The purpose of this course is to introduce and acquaint the student with the principles, methods and practical phases of business administration through the study of accounting. The course comprises a study of the balance sheet, the statement of profit and loss, the development of double entry theory and practice, outlining the development of the modern books of account required to collect the information necessary for the two types of financial statements mentioned above. The principles, as discussed, are illustrated by the solution of problems in class.

Second Semester: Partnership: Some basic legal and business aspects, organization of the partnership, preparation of partnership agreement, admission of new partner, value of good-will, distribution of profits and dissolution. A partnership set of books are kept by the student, illustrating the principles of partnership accounting.

Corporations: This is an introductory course in the corporate type of business. Some of the principal topics discussed are: corporate promotion, organization and records; capital stock; bond issues; amortization; sinking funds; reserves; surplus and dividends. All demonstrated by practical problems in class.

COURSE II. Required for Sophomore B.S. II. Three periods a week for both semesters. Prerequisite, Course I.

An intermediate course in the principles of business administration and accounting. The material matter covered in this course deals principally with: the preparation and analysis of financial

statements at the end of accounting periods; advanced problems in partnership and corporations; method of handling instalment sales; consignments; joint ventures; accounting for insolvent concerns. Ample problem material is used during the course to illustrate the principles studied.

COURSE III. Elective for Junior B.S. II. Three periods a week for both semesters. Prerequisite, Courses I and II.

Mathematics of accounting is given for the purpose of familiarizing the student with the various mathematical problems encountered in the study of business administration and accounting. Some of the important contents of this course consist of: Verification of computations; statistical percentages; method of controlling merchandise; financial and operating ratios; short method for computing simple interest; commercial and bank discounts; averages and averaging accounts; compound interest calculations for sinking funds; bond valuations, and scientific amortization of premium and discount on bonds.

Cost Accounting: An elementary course in principles of costing the production of manufacturing organizations. Principal features discussed are: elements of manufacturing costs; accounting for material, labor and indirect manufacturing expense; methods of distributing manufacturing expense to production; types of cost systems; control of cost records by the general books, and the design and use of forms and reports. Practice material consists of a short set of manufacturing cost accounts.

Cost accounting is treated in class as a separate subject for two hours a week, and mathematics of accounting is treated as a separate subject for one hour a week.

COURSE IV. Elective for Junior A.B. and B.S. I. Three periods a week for both semesters.

An introduction to the fundamental principles of accounting. Its purpose is to acquaint the student with the principles, methods and scope of accounting, and through the study of accounting to

introduce the student to practical phases of business administration. The place of accounting in the business unit, and its relation to economics and law are emphasized. The course comprises a study of the balance sheet, the statement of profit and loss, the account, and the development of the double entry theory and practice, outlining the development of the modern books of account required to collect the information necessary for the two types of financial statements mentioned above. The principles, as discussed, are illustrated by the solution of problems in class. During the last month of the course, a short set of books is kept by the student under supervision of the instructor.

COURSE V. Elective for Senior A.B. and B.S. I. Prerequisite, Course IV. Three periods a week for both semesters.

Types of accounting records and their development, controlling accounts, theory and practice of partnership accounts, introduction to corporation accounting, special features, such as accounting for cash, negotiable instruments, discounts, balance sheet valuation, consignments, special ventures, etc. The principles discussed are illustrated by the solution of problems in class. During the term, a short set of books is kept by the student under supervision of the instructor, illustrating the principles of partnership and corporation accounting.

COURSE VI. Elective for Senior B.S. II. Prerequisites: Freshman, Sophomore, Junior B.S. II courses in Business Administration. Three periods a week for both semesters.

This course covers the study of some of the more advanced subjects of business administration. Some of the major topics discussed are: Estate and fiduciary accounting, actuarial science, foreign exchange, fire and life insurance, temporary investments, permanent investments in stocks and bonds, consolidations, mergers, holding companies, consolidated balance sheets, consolidated profit and loss statements. All the principles discussed in class are illustrated by the use of ample problem material.

COURSE VII. Business Law. Elective. For Seniors only. Three periods a week for both semesters.

The origin of law and its development. Its place in the business world. The Courts of to-day and their functions. Law and Equity contrasted. Equity's development and growth.

CONTRACTS: The parties; disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under seal and specialties. The statute of frauds. The statute of limitations.

AGENCY: A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

PARTNERSHIP: A contract relationship. The uniform partnership law and its effect. Relations between partners, their rights and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

MODERN FOREIGN LANGUAGES

In the curriculum of the Liberal Arts College, the study of modern foreign languages fulfils a two-fold purpose. It brings the students into contact with the best literature of France, Germany and Spain and gives them a basis of comparison and criticism with their own language and with the classics. Moreover, as a preparation for scientific and professional studies, it supplies an essential requirement as well as the means of making worth-while study and research along scientific lines.

One year of modern foreign language is required for all college students and supposes a two-year high school course as a prerequisite. For those who begin a modern foreign language in college, two years are required for one college year's credit.

To further the study of modern foreign language and at the same time prevent the break in continuity, an elective course is offered in Sophomore year for those who are interested and whose previous grades in these subjects are well above average. This course is continued as an elective in Junior and Senior years with emphasis on conversation and scientific literature. The modern language clubs aid very much in maintaining interest and increased scholarship in the respective languages.

FRENCH

COURSE I.—Freshman Year. Four periods a week for both semesters.

Includes study of French classic writers with sight reading supplementing the prepared reading prescribed; composition based on the authors and conversation.

A.B.—*First Semester: Contes Divers; Le Bourgeois Gentilhomme; Athalie; Oxford Book of French Verse. Second Semester: Cyrano de Bergerac, Le Cid.*

B.S. I AND II.—*First Semester: Contes Divers; Le Bourgeois Gentilhomme. Second Semester: Cyrano de Bergerac, Le Ble qui Leve.*

COURSE II. Elective. Sophomore Year. Three periods a week for both semesters.

Continuing the work of Freshman Year.

COURSE III. Elective. Junior Year. Three periods a week for both semesters.

A practical and conversational course. French the language of the classroom. A progressive course in French literature, composition and conversation. Anthology of French prose and poetry.

COURSE IV. Elective. Senior Year. Three periods a week for both semesters.

Continuing the work in French literature, composition and conversation.

GERMAN

COURSE I. Freshman Year. Four periods a week for both semesters.

Includes the study of German classic writers, with sight reading supplementing the prepared reading from the authors; composition based on the authors and conversation.

First Semester: Essentials of German, Vos; *Oral and Written German,* Vos; *Wilhelm Tell. Second Semester: Oral and Written German,* Vos; *Herman and Dorothea,* Goethe; *In Deutschland;* Modern German stories.

COURSE II. Elective. Sophomore Year. Three periods a week for both semesters.

Continuation of the work of Freshman Year.

COURSE III. Elective. Junior Year. Three periods a week for both semesters.

A practical and conversational course. German the language of the classroom. History of German literature.

COURSE IV. Elective. Senior Year. Three periods a week for both semesters.

A course intended for those who continue German for scientific purposes in professional schools. *Scientific German Reader.*

SPANISH

COURSE I. Freshman Year. Four periods a week for both semesters.

Includes the study of Spanish classic writers, with sight reading supplementing the prepared reading from the authors; composition based on the authors; conversation.

First Semester: Spanish grammar; Spanish prose composition. *Cuentos Hispanos Americanos.*

Second Semester: Spanish grammar; Spanish prose composition. *Don Quixote.*

COURSE II. Elective. Sophomore Year. Three periods a week for both semesters.

A continuation of the work of Freshman Year.

COURSE III. Elective. Junior Year. Three periods a week for both semesters.

A practical and conversational course. Spanish the language of the classroom. Spanish composition, literature and conversation.

COURSE IV. Elective. Senior Year. Three periods a week for both semesters.

Continuation of the study of Spanish literature; composition and conversation.

MILITARY SCIENCE AND TACTICS

Elective

A Coast Artillery Unit of the Reserve Officers' Training Corps (R. O. T. C.) was organized in September, 1926. The Reserve Officers' Training Corps provides theoretical and practical military training at civil educational institutions for the purpose of qualifying students for positions of leadership in time of national emergency. The complete course qualifies students for appointment as reserve officers in the military forces of the United States. This education and training is given as a part of the college course.

There are two courses: the Basic, and the Advanced. The first two years comprise the Basic Course; the last two years the Advanced. Once enrolled in either course, the student will be required to complete that particular course. Beginning in September, 1935, each student of the R. O. T. C. will be required to take a special physical examination.

First Year Basic Course—Freshman Year.

Three periods per week theoretical and practical instruction in the following: General military information; military courtesy; military hygiene and first aid; infantry drill regulations; rifle marksmanship; ammunition; cordage; telephones; nomenclature and care of guns and carriages; gun drill.

Second Year Basic Course—Sophomore Year.

Three periods per week theoretical and practical instruction in the following: Infantry drill and command; fire control instruments; range section duties; aiming and laying guns; coast artillery definitions; identification of air and water targets.

First Year Advanced Course—Junior Year.

Five periods per week theoretical and practical instruction in the following: Map reading and military sketching; position-finding systems; gunnery; heavy artillery and anti-aircraft; analysis of drill and practice; infantry drill and command.

Camp: Advanced Course Students are required to attend one camp of six weeks' duration during the summer following the Junior Year at college. All expenses, including travel, clothing, messing, equipment, etc., are paid by the Government and, in addition, each student receives 70 cents per day while at camp. The camp is enjoyed by the students and is beneficial to health and physical development.

Second Year Advanced Course—Senior Year.

Five periods per week theoretical and practical instruction in the following: Military law and Officers' Reserve Corps regulations; military history and policy; battery administration and supply; field engineering; motor transportation; artillery material; artillery tactics; orientation; infantry drill and command.

Commissions: R. O. T. C. Students who complete the entire course, pass the required examinations and graduate from Ford-

ham University are eligible for a commission as Second Lieutenant in the Officers' Reserve Corps when they become 21 years of age. Acceptance of this commission is not obligatory.

PHYSICAL TRAINING

Two periods a week. Compulsory for Freshman and Sophomore, except for those taking Military Science; elective for Junior and Senior.

This course is given for two periods a week. At the beginning of the year, each one undergoes a thorough physical examination, the result of which determines the nature and extent of the course for each one.

The course consists of a brief calisthenic drill, basketball, handball and tennis games, field and track exercises. The last fifteen minutes of the period are devoted to swimming. For those who cannot swim, special instructions are given at the beginning of the period. Fulfilment of the requirements of this course will be necessary for promotion. All will be required to learn to swim before the completion of their Sophomore year.

College Organizations

APOSTLESHIP OF PRAYER AND LEAGUE OF THE SACRED HEART

Devotions in honor of the Sacred Heart are held on the First Friday of each month. The League leaflets are distributed in each class every month by the promoters. A public reception of Promoters is held at end of the year at which the new Promoters receive the Promoter's Cross and Diploma.

Faculty Moderator: Reverend Thomas H. Moore, S.J.

PROMOTERS:

SENIOR: Joseph T. Cashman, Ferdinand M. Di Fino, Salvatore G. Di Michael, James E. Gallico, Vaughn G. Gooding, Stephen S. Gorey, Herman J. Herbert, Declan X. McMullen, James F. X. O'Connell, David F. Roche, James P. Shannon, Thomas E. Walsh, Norman E. Waterman.

JUNIOR: William S. Adams, Francis P. Bergin, Edward J. Coe, Charles J. De Marco, William F. Fischer, James F. Kane, Daniel J. McDede, Jerome F. McGinty, W. James McSherry, Rudolph J. Mondelli, Salvatore W. Rossi, Leonard J. Sclafani, John A. Wisnoski.

SOPHOMORE: William T. Berrigan, Raymond W. Carroll, Edward J. Duffy, Joseph B. Dowling, Charles A. Grant, Joseph T. Hart, Thomas F. Lavin, Adolph F. Maksym, Joseph A. Malone, Thomas A. Mitchell, Leo F. Paquin, William L. Quis, Harold F. Randall, Joseph J. Rickert, John W. Sedita, Edward J. Simon, Louis A. Spina, Clyde H. Stephens, William J. Sweeney, Edward A. White.

FRESHMAN: William W. Love, Brian P. McDonough, Joseph J. Bernard, Felix B. Potera, Leo L. Tully, Peter L. McDonnell, Gerard J. Bauer, Vito F. Nole, John A. Waldie, Denis J. Cribben, Stephen Q. Gill.

THE PARTHENIAN SODALITY

This Sodality is composed of resident students under the invocation of the Purification of the Blessed Virgin Mary, and the patronage of St. Aloysius.

Faculty Moderator: Reverend Thomas H. Moore, S.J.

OFFICERS: Theodore L. Nitka, '35, *First Prefect;* George E. Sherry, '35, *Second Prefect;* Robert L. Farian, '35, *Third Prefect;* Fred M. Weinfurt, '37, *Secretary.*

SODALITY OF THE IMMACULATE CONCEPTION

This Sodality is composed of non-resident students of the Senior and Junior classes, and is under the patronage of the Immaculate Conception.

Faculty Moderator: Reverend J. Joseph Lynch, S.J.

OFFICERS: Herman J. Herbert, '35, *First Prefect;* James E. Gallico, '35, *Second Prefect;* Roger T. Lennon, '35, *Secretary;* Neal K. Roche, '35, *Treasurer.*

SODALITY OF THE HOLY ROSARY

This Sodality is composed of non-resident students of the Sophomore and Freshman classes, and is under the patronage of the Holy Rosary.

Faculty Moderator: Reverend John J. Colligan, S.J.

OFFICERS: Joseph V. Best, '37, *First Prefect;* Thomas A. Mitchell, '37, *Second Prefect;* Thomas J. McShane, '37, *Third Prefect;* William W. Love, '38, *Secretary;* Edward B. McGinty, '38, *Sacristan.*

ST. JOHN BERCHMANS SODALITY

The members of this Sodality serve Mass, and assist at Benediction and the other public religious functions held throughout the year.

Faculty Moderator: Mr. J. Kevin O'Brien, S.J.

OFFICERS: Rufus L. Michel, '35, *President;* Philip M. Murphy, '36, *Vice-President;* Salvatore W. Rossi, '36, *Secretary;* Joseph J. Ludinowicz, '35, *Master of Ceremonies;* Leo J. Neidermeir, '36, *Assistant Master of Ceremonies.*

SOCIETY OF ST. VINCENT DE PAUL FORDHAM UNIVERSITY CONFERENCE

The object of this conference is to sustain its members by mutual example in the practice of a Christian life; to visit the poor in their dwellings and to apply themselves according to their abilities and the time which they can spare to the elementary and Christian instruction of poor children whether free or imprisoned; also to undertake any work of charity which will not oppose the end of the Society.

Through the generosity of the student body and by money obtained from their own efforts, they are able to help the devoted Sisters who labor in our religious communities.

Faculty Moderator: Reverend J. Joseph Lynch, S.J.

OFFICERS: Norman E. Waterman, '35, *President;* Charles C. Deubel, Jr., '35, *Vice-President;* William F. Claffey, '36, *Secretary;* David F. Roche, '35, *Treasurer;* James E. Nagle, '35, *Librarian.*

THE HARVESTER CLUB

The object of this club is to further the work of the Catholic Students' Foreign Mission League according to the general directions of the Diocesan Director of the League and to keep alive, among Fordham students, interest in the American Jesuit Mis-

sions in Jamaica and the Philippine Islands. The Harvester Club is the one organization of the University which participates in the diocesan movement among Catholic college students of both sexes for the advancement of interest in the Foreign Missions. Its members have visited parochial schools to instruct the children about the Missions and in the University itself the Harvesters strive to maintain interest in former Jesuit professors or Fordham students who at present may be in the Mission fields.

In co-operation with this work is the direct appeal made monthly to all the students for support of the Foreign Missions and the Society for the Propagation of the Faith. Mite Boxes are distributed to each class and the offerings collected applied to the work of the Foreign Missions.

Faculty Moderator: Reverend Joseph F. Beglan, S.J.

Officers: Thomas A. Dorney, '35, *President;* Francis J. Norris, '36, *Vice-President;* Raymond J. Ripple, '37, *Secretary;* Roger F. Durand, '36, *Treasurer.*

FORDHAM UNIVERSITY COUNCIL OF DEBATE

This society was organized in 1854. Its object is to accustom its members to speak with ease and fluency in public. Meetings are held weekly after class hours. The exercises consist of debates, formal and extemporaneous, on subjects of political or economic interest. Membership is confined to a limited number of students from the two upper classes of the College. A number of intercollegiate debates are held each year and a Lecture Group appears in lectures and debates before many civic, religious and literary organizations.

Faculty Moderators: Mr. Francis M. Martin, S.J.
Charles T. Broderick, A.B.

Officers: Neal K. Roche, '35, *President;* Walter A. Sprouls, '35, *Vice-President;* John T. Mooney, '35, *Secretary;* Frank X. Brown, '35, *Treasurer;* Lawrence J. Reilly, '35, *Censor;* James F. Tumulty, '35, *Historian.*

THE HUGHES DEBATING SOCIETY

This Society takes its members from the Freshman and Sophomore classes, succeeding the Freshman Forum, organized in 1924. Its purpose is to train its members in the methods of collegiate debating and thus prepare them for the Council of Debate.

Faculty Moderator: Harold J. McAuley, A.B., LL.B.

Officers: John D. Barry, '37, *President;* John R. Recchia, '37, *Vice-President;* Martin F. Hession, '37, *Secretary.*

THE FORDHAM MONTHLY

The *Monthly* was first published in November, 1882. It is edited by students of the College Department and is the official organ of the student and alumni bodies. The subscription is two dollars per year. Remittances, literary contributions and letters should be addressed: *The Fordham Monthly,* Fordham University, New York, N. Y.

Faculty Moderator: Reverend William S. F. Dolan, S.J.

Editor-in-Chief—Thomas J. Fitzmorris, '36; *Contributing Editors*—William F. Cahalan, '35; Samuel D. McClelland, '35; John P. Lahey, '36; George G. McKenna, '36; Graham H. Walworth, '36; Thomas J. Costigan, '37; Raymond J. Ripple, '37; Robert E. Doerr, '38; William de Rohan Taaffe, '38; *Exchange Editor*—William J. Hirten, '36; *Art Editor*—Thomas J. Fitzmorris, '36; *Business Manager*—Samuel D. McClelland, '35; *Assistant Business Manager,* James F. Kane, '36.

THE FORDHAM RAM

This is the weekly College newspaper and its purpose is to keep the students informed of all the timely, appealing and significant events occurring in the University's various schools. It was begun in 1918. Volumes I and II appeared in 1918 and 1919, and it was

then discontinued. Volume III appeared in 1921, and *The Ram* has continued since that date. This brings the interests of the University before all its students and creates school spirit. It enables the metropolitan dailies, too, to get a comprehensive view of events of "news" value.

From the standpoint of the students, *The Ram* is a medium of clear, concise and arresting expression. Those who write in it are compelled to observe and discriminate between real and alleged facts and to cultivate a balance of judgment in commenting on them. They must be reliable in fulfilling their assignments and prompt, persevering and unfailing in their attention to details. The business conduct of the paper develops an executive ability in those who are entrusted with this responsibility.

Faculty Moderator: Harold J. McAuley, A.B., LL.B.

Editor-in-Chief—William B. McGurn, '35; *Sports Editor*—Thomas R. Lenahan, '35; *Business Manager*—Bernard M. Hughes, '35; *News Board*—John J. Horan, '35; Eugene J. Audi, '36; Frank X. Brown, '35; Carl L. Albert, '35; Robert E. Dobson, '35; Joseph Morrison, '36; James A. Donovan, '37; *News Staff*—Walter A. Sprouls, '35; Neal K. Roche, '35; John S. Wilson, '36; James T. McCrystal, '36; Thomas J. Canning, '36; Vincent J. McLaughlin, '36; Thomas B. Logue, '37; Martin Hession, '37; James J. Truta, '37; *Sports Staff*—Michael Barsa, '36; James T. Duggan, '37; George E. Appell, '35; William Love, '38; Arthur A. Mulligan, '36; John J. Cotter, '37; John Crowley, '38; *Circulation Manager*—John F. Savarese, '35; *Reference Manager*—Frank J. McMahon, Jr., '35; *Business Staff*—Frank J. Mulligan, '37; John Spollen, '36; *Circulation Staff*—Joseph Katin, '36; George Fuller, '37; Clinton J. Maguire, '36; *Reference Staff*—Edmond J. Tehan, '37; Daniel Brannigan, '37.

THE MAROON

In 1916 the first Fordham Year Book, *The Maroon,* was published. It has appeared yearly since that date, and is now one of the best traditions of the College. The history of the graduating

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class and the participation of its members in the various college activities, their pictures as well as many other pictures of the campus and college activities make it a volume cherished by all, a continuous reminder of college days.

Faculty Moderator: Reverend Charles J. Deane, S.J.

Editor-in-Chief—Michael F. Bellew, '35; *Assistant Editors*—James E. Gallico, '35; Donald E. Shannon, '35; *Business Manager*—Bernard M. Hughes, '35; *Assistant Business Managers*—Thomas F. Burchill, '35; Robert E. White, '35.

THE QUILL CLUB

The Quill Club was organized in the Freshman Class of 1925. Its membership was restricted that year to the Freshman Class. It is intended, however, for students of all four college classes, and its purpose is to carry on the work of the Short Story Guild which, in the year 1932-1933, was joined to it. At each of the meetings which are held every second week, time is devoted to the study and the practice of the principles and technique of the short story, and original stories are read and criticized and some particular phase of short story construction is presented and discussed.

Faculty Moderator: Reverend James A. Taaffe, S.J.

Officers: Thomas J. Fitzmorris, '36, *President;* George G. McKenna, '36, *Vice-President;* Samuel D. McClelland, '35, *Secretary;* William J. Hirten, '36, *Censor.*

THE CLASSICAL CLUB

At the beginning of the scholastic year 1934-1935, the Classical Club was inaugurated. This organization was designed to better familiarize students with the civilization and culture of old Europe and to prove that the foundations of our present civilization and culture, especially literary and social, are Greek and Roman.

Faculty Moderators: John C. Duffy, A.B., A.M.
Francis A. Schaefer, Ph.D.

Officers: George G. McKenna, '36, *President;* Richard J. Cotter, '36, *Vice-President;* Joseph A. Coyle, '36, *Secretary and Treasurer.*

HISTORY CLUB

This Club was organized during the First Semester of the scholastic year 1934-1935. It meets monthly to study and discuss some phase of history not included in the curriculum. The work is done entirely by the students under the moderator who assigns topics and presides over the discussions. Any student who has passed through the First Semester of Sophomore and has shown special interest in history may join. There are no officers and no dues. The Club and Study Group studied Modern Mexico this year, 1935, and will take up the study of the Foundation of the Spanish-American Republics during the scholastic year 1935-1936.

Faculty Moderator: Samuel F. Telfair, M.A.

FORDHAM UNIVERSITY DRAMATIC ASSOCIATION

"The Mimes and Mummers"

This is the dramatic organization of the College. Four kinds of activity make up the scope of its work—playwriting, acting, directing and stage designing.

A play of some pretension is produced during the year in which grace of speech and movement, and intelligent and dramatic interpretation, especially of the more subtle characters of the great masters, are displayed before the public. This production, as a specimen of finished acting and stage designing, aims to rival professional performances.

Original writing is encouraged and promoted by the one-act-play contests. Not only is the writing done by the students, but the

directing and stage designing as well. A sense of responsibility and a versatility with every phase of theatrical work are developed as a consequence.

Faculty Moderator: Reverend Glen E. Walsh, S.J.

Assistant Faculty Moderators:

J. Gerard Cregan, M.A., LL.B., J.S.D.
J. Kevin O'Brien, S.J.

Officers: James W. Fogarty, '35, *President;* Charles A. O'Reilly, '35, *Vice-President;* John D. McGiver, '36, *Secretary;* Herman J. Herbert, '35; Stephen S. Gorey, '35; Francis X. Brown, '35, *Board of Directors;* Thomas E. Walsh, '35, *Stage Manager.*

THE FRENCH CLUB

(Le Cercle Français de l'Université Fordham)

This Club was organized in 1927. Its chief purpose is to aid its members in perfecting themselves in the conversational use of the French tongue; to encourage interest in French literature and in the reading of the best French authors. It has the further purpose of eventually holding debates and producing plays in French. During the year prominent scholars address the members.

During the scholastic year 1929-1930 the Club published its first annual, *"Le Rayon du Cercle Français,"* which has continued to be issued each year since that date, and has grown in size and interest.

During 1930-1931, too, the French Club edited a monthly paper of four pages, the *Fordham-France,* which has continued to be issued since that date. It is one of the first papers of its kind published by any college in the country, and has received praise from all sides.

Faculty Moderator: Basile G. D'Ouakil, Ph.D., LL.B.

Officers: Frank X. Brown, '35, *President;* Edward N. Connors, '35, *Vice-President;* Richard J. Cotter, '36, *Secretary;* John P. Lahey, '36, *Treasurer.*

Editorial Staff of the "Rayon": Frank X. Brown, '35, *Editor-in-Chief;* Maurice E. Cox, '35; Edward N. Connors, '35; John P. Lahey, '36, *Assistant Editors.*

Editorial Staff of "Fordham-France": Maurice E. Cox, '35, *Editor;* Frank X. Brown, '35; Edward N. Connors, '35, *Assistant Editors;* Peter L. Barba, '35; Mario A. J. Mondelli, '35; Richard J. Cotter, '36; William J. Dillon, '36; Edward T. Hering, '36; John P. Lahey, '36; Louis Marrella, '36; Theodore P. Roeser, '36; Emile Dante Criscitiello, '37, *Associate Editors;* Ahmed Panagrossi, '35; Richard Costabile, '38, *Sports;* Thomas A. Wassmer, '38; Morris M. Sweeney, '38, *Circulation.*

THE SPANISH CLUB

(Academia Española)

This Club was organized in 1928. Its purpose and aims are to do for Spanish what the French Club does for French.

A Spanish Year Book, *Fraternidad Hispaña,* made its appearance at the close of the school year, 1930-1931, and continues to appear yearly.

Faculty Moderator: Basile G. D'Ouakil, Ph.D., LL.B.

Officers: John C. Madigan, '37, *President;* Thomas J. Rooney, '37, *Vice-President;* Thomas A. Mitchell, '37, *Secretary;* Robert J. Walsh, '37, *Treasurer.*

Editorial Staff of the "Fraternidad Hispaña": John C. Madigan, '37, *Editor-in-Chief;* Jose E. Rechany, '36, *Assistant Editor;* Louis A. Wolf, '37; Joseph E. Schultz, '37, *Associate Editors;* Thomas A. Mitchell, '37; Thomas B. Logue, '37, *Business Managers.*

THE ITALIAN CLUB

(Il Circolo di Coltura Italiana)

The Italian Club was organized in 1929. It has the same aim and purpose as the other modern language clubs.

OFFICERS: Eugene J. Audi, '36, *President;* James V. Ferraro, '35, *Vice-President;* John A. Esposito, '36, *Secretary;* Mariano B. Amodeo, '36, *Treasurer.*

THE GERMAN CLUB

(Fordhamer Deutscher Kulturverein)

This, the youngest of the modern language clubs, was organized in 1931. Its aims and purposes are the same as those of the other modern language organizations.

OFFICERS: Alphonse G. Mistretta, '35, *President;* Robert N. King, '35, *Vice-President;* John E. Keating, '36, *Secretary;* William J. Hirten, '36, *Treasurer.*

THE MENDEL CLUB

This Club was formed on March 23, 1921, under the direction of Rev. G. A. Caballero, S.J., for students interested in the furtherance of biological research.

Lectures pertaining to the more important points in the study of biology are delivered before the members at the weekly meetings of the Club, and at times distinguished visitors are invited to talk on their special researches in biological subjects.

The library and laboratories of the Biology Department are open at all times for the convenience of the members to carry on their special branches of work.

A monthly paper, called the *Cabmuth,* is published, which contains the reports of the special work and also the latest biological research done in other institutions.

Faculty Moderator: Reverend Joseph Assmuth, S.J.

Assistant Moderator: James A. Mullen, Ph.D.

Moderator of "Cabmuth": Mark T. Crowley, Ph.D.

Officers: Basil H. Candon, '35, *President;* Robert T. Curley, '35, *Vice-President;* Thomas A. Dwyer, '35, *Secretary;* Anthony J. McNally, '35, *Treasurer.*

Editorial Staff of "Cabmuth": Donald R. Morrison, '35, *Editor-in-Chief;* Basil H. Candon, '35; George J. Burger, '36; Donald Campbell, '36; Howard E. Finney, '36; James A. Robbins, '36, *Associate Editors;* William G. Mullin, '37; Philip F. Quinn, '37; John E. Watson, '37, *Assistant Editors.*

THE CHEMISTS' CLUB

This Club was formed on February 19, 1931, for "the purpose of promoting and fostering a liking for chemistry, the awakening and stimulation in its members of an interest for research work, and to give them opportunities for imparting to an audience information of a chemical nature."

Membership is limited to students actually attending undergraduate courses in chemistry, provided their class standing warrants acceptance by the Club.

The library, equipment and staff are available to aid any member undertaking special work for presentation before this Club or other similar scientific bodies.

A publication, called *The Retort,* is published monthly containing items of chemical interest.

Faculty Moderator: Reverend Joseph B. Muenzen, S.J.

Director: William J. Conway, M.S.

Officers: Michael G. Malko, '35, *President;* John H. Winkley, '36, *Vice-President;* Philip Castallano, '37, *Secretary;* Edward J. McCrossen, '35, *Treasurer.*

Editorial Staff of the "Retort": Joseph J. Fitzpatrick, '35, *Editor-in-Chief;* Michael G. Malko, '35; Alphonse G. Mistretta, '35; John H. Winkley, '36, *Associate Editors;* John N. Code, '35, *Busi-*

ness Manager; Frank J. Burriesci, '35; James B. Clear, '35, *Assistant Business Managers.*

THE FORDHAM UNIVERSITY GLEE CLUB

The purpose of the Glee Club is to instil and promote among its members a love and appreciation of the truly beautiful in music, through the medium of choral singing.

Its membership consists of not more than one hundred students of Fordham University. College Freshmen are excluded from membership, but those members of the Freshman class who desire to join the Glee Club must make known their intention before January of their Freshman year, so that they receive six months' training before entering the organization.

The officers consist of a Board of Directors, nine in number, seven undergraduates, the Conductor and the Moderator.

Faculty Moderator: Reverend Theodore T. Farley, S.J.

Director: Frederic Joslyn

Accompanists: Peter P. Potera, '36; Joseph B. Audino, '37.

Board of Directors: Harold V. Kennedy, '35, Chairman; James W. Fogarty, '35; John J. Horan, '35; Charles A. Bauer, 36; John A. Esposito, '36; John P. Kearney, '36; Gerald R. McNulty, '37.

THE FORDHAM ORCHESTRA

A student organization which furnishes music at debates and plays, and other activities.

Faculty Moderator: Frederic Joslyn

Officers: John A. Esposito, '36, *President;* Joseph B. Audino, '37, *Secretary.*

THE FORDHAM BAND

A student organization which furnishes music at athletic games and other activities.

Faculty Moderator: Reverend Harold Mulqueen, S.J.

Director: Lieut. Ernest A. Hopf

Officers: Norman E. Waterman, '35, *Band Leader;* Sylvester J. Braiden, '35, *Manager;* Thomas F. Lavin, '37, *Librarian.*

THE BUSINESS FORUM

The Business Forum was organized in October, 1933. Its constitutions call for bi-monthly meetings in order that its members may be addressed and advised by leaders in business, and to propose for discussion matters of business administration and economics. During the year, the members will visit centers of commerce and trade to observe at first hand their practical workings. It is the further purpose of the Forum to bring to the attention of the outside world the fact that Fordham qualifies a number of students capable of occupying responsible business positions immediately upon their graduation.

The membership is limited to those Sophomores, Juniors and Seniors taking courses in Business Administration, together with those taking elective courses in economics and business law.

Faculty Moderator: Edward F. Bowen, C.P.A.

Officers: James E. Gallico, '35, *President;* James P. Costello, '35, *Vice-President;* Salvatore W. Rossi, '36, *Secretary;* Robert J. Purcell, '35, *Treasurer.*

THE OFFICERS' CLUB

With the establishment of a Coast Artillery Unit of the Reserve Officers Training Corps in 1926, new interest in military matters was aroused. In order to better promote this interest, the Officers'

Club was formed in 1929. It included in its membership not only the present officers, but also graduate members of the alumni, and its purpose is to promote the best interests of the Fordham Unit and to instil a spirit of fraternity between the present and graduate members.

Faculty Moderator: Lieut. Col. Edward L. Kelly, C.A.C., U.S.A.

Officers: Paul A. Towers, '35, *President;* Maurice E. Cox, '35, *Vice-President;* John N. Code, '35, *Secretary-Treasurer.*

FORDHAM UNIVERSITY ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University, and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Faculty Moderator: Reverend John P. Fitzpatrick, S.J.

Officers: John F. Coffey, '10, *Graduate Manager;* Vaughn G. Gooding, '35, *President;* John D. Coffey, '35, *Vice-President;* Gerald F. Ryan, '35, *Secretary;* Rev. Joseph T. Keating, S.J., *Treasurer;* Raymond D. O'Connell, '16; Hon. John J. Sullivan, '14; Hon. Edward J. Glennon, '05, *Alumni Advisory Board.*

Football:

John J. Donovan, '35, *Manager.*
Russell B. Hurley, '36, *Assistant Manager.*

Basketball:

James P. Fay, '35, *Manager.*
Henry B. Franey, '36, *Assistant Manager.*

Track:

Albert R. Materazzi, '35, *Manager.*
Gerard A. Dolan, '36, *Assistant Manager.*

Baseball:

John J. Perna, '35, *Manager.*
Christopher J. Griffin, '36, *Assistant Manager.*

Tennis:

Robert E. Dobson, '35, *Manager.*
Martin J. Whalen, '36, *Assistant Manager.*

Swimming:

Edward A. White, '37, *Manager.*
William J. Tidgewell, '38, *Assistant Manager.*

Golf:

Anthony J. Babiak, '35, *Manager.*
Francis B. McCue, '37, *Assistant Manager.*

STATE CLUBS

The purpose of the State Clubs is to foster a greater spirit of friendship and union among the students of the same State during their college years, as well as to promote their State's interest in Fordham and the interest of Fordham in their respective States.

Faculty Moderator: Reverend Charles J. Deane, S.J.

Connecticut Club (Organized 1925). OFFICERS: Robert T. Farian, '35, *President;* John G. Stefurak, '35, *Vice-President;* Leo J. Neidermeir, '36, *Secretary;* Joseph F. Daly, '35, *Treasurer.*

New Jersey Club (Organized 1928). OFFICERS: Charles C. Deubel, '35, *President;* William F. Lawlor, '36, *Vice-President;* Victor D. Varallo, '36, *Secretary;* Stanley G. Stankavish, '35, *Treasurer.*

Pennsylvania Club (Organized 1928). OFFICERS: Neil J. Donnelly, '37, *President;* Robert H. O'Malley, '37, *Vice-President;* John L. Kilcullen, '37, *Secretary-Treasurer.*

Massachusetts Club (Organized 1928). OFFICERS: Howard T. Lashua, '35, *President;* Arthur J. Jannell, '36, *Vice-President;* Lawrence J. Laughlin, '35, *Secretary;* George E. Sherry, '35, *Treasurer.*

Brooklyn-Long Island Club (Organized 1929). OFFICERS: William J. Miles, '35, *President;* Robert T. Curley, '35, *Vice-President;* Jerome F. McGinty, '36, *Secretary;* Joseph J. Healy, '36, *Treasurer.*

Upstate New York Club (Organized 1930). OFFICERS: Joseph E. McTague, '35, *President;* Philip L. Barry, '36, *Vice-President;* Henry H. Canton, '36, *Secretary-Treasurer.*

Vermont Club (Organized 1932). OFFICERS: Basil H. Candon, '35, *President;* William C. Shouldice, Jr., '36, *Vice-President;* William E. Renaud, '37, *Secretary;* T. Douglas McKay, '36, *Treasurer.*

Westchester Club (Organized 1934). OFFICERS: William G. Crabtree, '35, *President;* Anthony J. Cerrato, '35, *Vice-President;* Paul D. Reid, '35, *Secretary;* Joseph M. Kilmartin, '35, *Treasurer.*

THE FORDHAM UNIVERSITY ALUMNI ASSOCIATION

The object of this Association is to strengthen and perpetuate friendships formed at the College and to promote the interests of Alma Mater.

All graduates as well as students who have spent at least one year in the College and have left the College in good standing, are eligible to active membership.

Alumni returning to Fordham find a welcome at the office of the Executive Secretary whose duties include the maintaining of a list of all Fordham Alumni and the supervising of the publication of

The Fordham Alumni Magazine, through which Alumni are kept in touch with the University and with their fellow-Fordhamites.

The following are the officers for 1934-1935:

Myles B. Amend, '21, *President;* John E. Sheehy, '02, *First Vice-President;* Dr. Henry J. Barrow, Med., '19, *Second Vice-President;* Charles J. Klauberg, '14, *Third Vice-President;* Dr. Thomas A. Barry, '19, *Fourth Vice-President;* Sylva C. Lachapelle, Law, '24, *Treasurer;* Bernard J. O'Connell, '32, *Corresponding Secretary;* Thomas J. Collins, '29, *Recording Secretary;* Robert J. Purtell, '29, *Historian; Directors*—Edward P. Gilleran, '13; Thomas A. Reilly, '25; Gerald R. Fitzgerald, '25; Edward J. McCullen, Law, '27; Charles T. Murphy, '26; John V. Mara, '30; Rev. John Manning, '25; William R. Meagher, '24.

THE FORDHAM UNIVERSITY CLUB

This organization maintains permanent quarters in The Fraternity Clubs Building, at 22 East 38th Street, New York, thus fulfilling its chief purpose—to provide a meeting place for Fordham men in the business section of the city.

A full-time Executive Secretary is on hand to greet out-of-town Alumni visiting New York, and to assist in making visits to the Club enjoyable for all. There is a small library in one corner of the Club quarters, and many of the younger Alumni meet here to study prior to professional schools examinations.

The Club has a wide entertainment program during the year, including bridge tournaments, smokers, dances, a golf tournament, and lectures by Fordham professors and others. The most important function is the Block F Dinner, at which Fordham's athletes are honored by the Alumni.

The Club each year offers several prizes for students manifesting unusual athletic and scholastic ability.

The Annual Retreat at Mount Manresa has won high commendation.

All graduates, as well as students who have passed at least one year in the College course and have left the College in good standing, are eligible to active membership.

The following are the officers for the year 1935:

John E. Sheehy, '02, *President;* John F. Coffey, '10, *Vice-President;* John A. Killoran, '10, *Secretary;* Edward P. Gilleran, '13, *Treasurer;* Edward A. Martin, Jr., '34, *Executive Secretary.*

THE NINETIETH ANNUAL COMMENCEMENT

His Eminence Patrick Cardinal Hayes, D.D.
Archbishop of New York
Presiding

The Campus, Wednesday, June 12, 1935, 4 P. M.

PROGRAMME

Overture—"Barber of Seville" . . . . . *Rossini*

Processional—"Prophet" . . . . . *Meyerbeer*
Procession of the Graduates, Alumni, Faculty and Guests

RECTOR'S ADDRESS
Very Reverend Aloysius J. Hogan, S.J., Ph.D.

Selection—"My Heart at Thy Sweet Voice" . . . . . *Saint-Saëns*
(From "Samson and Delilah")

CONFERRING OF DEGREES AWARDING OF HONORS

Reverie—"The Wayside Chapel" . . . . . *Wilson*

ADDRESS TO THE GRADUATES
John A. Matthews, A.M., LL.B., LL.D.
Advisory Master, Court of Chancery of New Jersey

Recessional—"Hail to the U. S. A." . . . . . *Grosch*

DEGREES CONFERRED

The Honorary Degree of Doctor of Laws is conferred on

Most Reverend Francis J. Spellman, '11, D.D.
Frank Murphy, LL.B.
John A. Matthews, A.M., LL.B., LL.D.
Reverend James E. Noonan, A.B.

The Honorary Degree of Doctor of Letters is conferred on

Reverend James M. Gillis, C.S.P.

On this Sixty-fourth Anniversary of his Graduation, Fordham University honors this devoted son of the Class of 1871

Tomas Macmanus, A.M., LL.D.

On this Sixtieth Anniversary of their Graduation, Fordham University honors these two devoted sons of the Class of 1875

Louis F. Haffen, A.M., C.E., LL.D.
Thomas O'Callaghan, A.M., LL.B.

On this Fiftieth Anniversary of his Graduation, Fordham University honors this devoted son of the Class of 1885

George A. Leitner, A.M., M.D.

The Degree of Doctor of Philosophy, in course, is conferred on

Alexander Francis Balmain
Sister M. Christine Mullen, R.S.M.
Sister M. Frances Therese Campbell, S.S.N.D.
Brother Gabriel Cashin
Mary E. Harnett
Helen Sara Harris
Reverend Walter W. McGuinn, S.J.
George Michael Maxwell
Mary Ellen Meade
John Daniel Redden
Sister M. Rose Carmella Schreck, O.P.
Elizabeth W. Scanlon
Sister Mary Thomasina Callaghan, O.P.
Brother A. Victor Lally
R. Margaret Volker

The Degree of Master of Arts, in course, is conferred on

Brother Amedy Bernard Conway
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Ann Leahy Beatty
Sister Bernardine Miriam Comerford, S.C.
Elizabeth M. Bova
Margaret Mary Bowman
Catherine Josephine Boylan
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Sister Carmela Cesario
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Clare Costello
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Brother Edmund Holmes, O.S.F.
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Sister Mary Louise Brady, R.S.M.
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Alice Mullin McGough
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Anna Loretta McNamara
Walter Joseph McNamara
Frances Lillian Maher
Sister Mariangela Tschabrunn, S.C.C.
Sister Mary of Good Counsel McNulty, S.H.C.J.
Marion Gertrude Mulligan
Mary Frances Murphy
Francis Joseph O'Donnell
Mary Patricia Olsen
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Rosemary Angela Sheridan
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Lawrence J. Laughlin
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Joseph E. Leyser
Luke H. Loughman
Joseph J. Ludwinowicz
Joseph A. McArdle
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Samuel D. McClelland
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James D. McDermott
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Anthony J. McNally
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Francis T. Martorana
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John W. Meany
Rufus L. Michel
Mario A. J. Mondelli
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David F. Roche
John R. Rodgers
John H. Ronayne
Charles E. Rosen
Francis A. Ross
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Vincent J. Torney
Paul A. Towers
Anthony J. Tozzi
Anthony P. Trotta
John J. Waldron
Michael V. Waldron
William D. Walker
William L. Walsh
Norman E. Waterman
Ralph J. Wolfendale
Martin D. Wylly
Anthony C. Yerkovich

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Louis Babott
Joseph Belvedere
Max Borok
William Joseph Brennan
Morton S. Brenner
Edward William Brondi
John G. Burke
Caesar Cangialosi
Frederick Amedeo Casalena
Salvatore Cirrincione
James Francis Collins
Francis Joseph Crosson *(Cum laude)*
Thomas Joseph Cunningham
Joseph Aloysius Dimino
Ernest Edward Di Serio
Harvey Leon Donenfeld
George Edward Dorney
Frederick Patrick Doyle
John Francis Dufficy
Mortimer Jay Einziger
William Francis Fitzsimmons
James Joseph Flynn
Gerald E. Fonda
William Joseph Fullam
Willard Joseph Gentile
Harold Heidt
Thomas Ignatius Kennedy
Joseph Daniel Kiernan
J. Angus Kleinsmith
Milton Ben Lukofsky

William Henry McCarthy
George W. McCook
Arthur R. McElroy
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Gerald Grogan Malone
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Alexander A. Reid, Jr.
Gerard A. Riso
Joseph J. Schiff
Matthew John Sherlock, Jr.
Nathan Louis Wein

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George Francis Arancio
Lawrence Cornelius Baldwin
George Emil Leo Baumann
(Magna cum laude)
Eli Berger
John Joseph Campbell
James Dennis Cronin
Joseph Richard Michael Duffy
Lawrence Mahan Farrell
Thomas Dudley Ford
James Nelson Harlow
John Francis Ingellis
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John Patrick Kelly
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Ralph Vincent Lucano
John Cornelius Lynch
John Francis Maguire
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John William Murray
Francis Cornelius John Peters
Peter F. Ratigan
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Daniel Claude Reidy
Gerard Anthony Schilling
Henry Gordon Semple
Robert Louis Semple
Thomas Patrick Smith
(Cum laude)
Charles Michael Stenger
Haig Richard Turnamiam
John Patrick Walsh
James Joseph White
William John Whittaker

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Grace Marie Comerford
Mary Rita A. Convy
Sister M. Crescentia Bendick
Augusta Veronica Daly
Veronica Marie Gebhard

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Sidney Goldenberg
James Thomas Haverty
Robert B. Jaynes
Madeleine McGlynn
Israel Louis Sonenshein
John J. Welsh

The Degree of Bachelor of Science in Education, Teachers College, in course, is conferred on

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Sister Mary Alexine McNally, S.C.
Sister Alfonso Schneider
Helen Irene Baffa
Helen Balish
Dorothy Estelle Boland
Helen Marie Boland
Gertrude Marie Bratton
John Joseph Alphonsus Bresnahan
Eliza Imelda Brown
Anna Louis Buist
Mary Alexandria Buist
Robert John Burrough
Ellen Kathleen Carlsen
Grace Anne Clark
Miriam Paula Cohen
Mary Frances Connelly
Virginia S. Considine
Marion E. Cooper
Margaret Mary Cosgrove
Victoria Anna Damiano
Caroline I. Decker
M. Teresa Donelan
Margaret Mary Doud
Catherine Angela Downing
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Marion A. Englehart
Gilda Elsie Fanelli
Bernadette Teresa Fieseler
Sister M. Florian Reilly, O.S.B.
Sister Francis de Paul Fagan
Emily Augusta Frevert
Bella Friedman
Marie Magdalene Frisina
Anna Y. Galvani
Loretta Patricia Gantly
Gertrude Mary Gilligan
Sister M. Grace Murray, O.P.
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Sister Mary Gregory McKenna
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Mary Hill Haske
Sister Helen Pierre O'Donnell
Agnes Marie Hogan
Marguerite Ida Humberston
Angela Theadora Ippolito
Sister Marie James Kavanagh
Julia Keegan
Agnes J. Kelly
Frances Mary Klem
Florence Margaret Klopp
Julia Veronica Klopp
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Sister Miriam Sheerin, O.S.U.
Loretta Agnes Moloney
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Sister Natalie Maria Henderson
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Tommaso G. Pernice
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Sister Rose Therese Callahan
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Muriel M. Schread
Ruth Ethel Selig
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Virginia Marie Thompson
Adeline L. Tozzi
Marie Rita Walterthum
Edna Mae Webb
Grace Hamilton Wilkinson
Cecilia A. Wolfe
Alice A. Zegers

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Irene Mary Dwyer
Anthony Michael Giordano
Eleanor Marie Harrington
Father Joseph E. A. Larsen, O.Carm.
Alice Mullin McGough
Margaret Elizabeth Maguire
Marion Gertrude Mulligan
Margaret Patricia Piggott
Joseph Rinaldo
Richard David Roberts
Marie Rosalie Schwab
Rosemary Angela Sheridan
David J. Borden Weinhouse

The Degree of Bachelor of Laws, in course, is conferred on

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Samuel Y. Austin, Jr., C.E.
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John F. Barry
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William C. Quinn
Joseph T. Quinnan, A.B.
Norman F. X. Rahill, A.B.
David Reich, A.B.
Chester A. Reilly
John W. Reilly
Thomas F. Ring, A.B.
Dennis F. Riordan, A.B.
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William A. Robb
Joseph S. Robinson
Walter V. Ronner, Jr.
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Howard J. Rosenthal
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Joseph T. Russell
Lucio F. Russo
Vincent J. Russo
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Henry S. Sayers, Jr., A.B.
Herman Schleien
Bertram Schleimer
Nathan R. Schlussel
Raymond J. Schneider
Abner Schreiber
Max Schwartz
Ernest Schwortz
Alfred C. Scuderi, A.B.
John Sculley, Jr., A.B.

Francis E. Scully, A.B.
Douglas P. Sehr, A.B.
Louis Shron
Abraham Smith, B.S. in S.S.
Cornelia C. Smith, A.B.
Edward J. Smith, A.B.
Henry I. Smith
Bernard K. Sprung, A.B.
Carl G. Staelin, B.S. in M.E.
Edward I. Steinberg
Max Streit
Isadora Strunsky
Seymour M. Tannenbaum
Christopher J. Taylor, Jr., A.B.
Stephen P. Thayer, A.B.
William J. Tillinghast, Jr.
John E. Tobin, A.B.
Albert F. Toriello
Martin J. Tracey, A.B.
Victor P. Triolo, B.S. in Chem. Eng.
John W. Van Orman, A.B.
James F. Waldie, A.B.
Eugene P. Walsh, B.S. in Bus.
James A. Walsh, A.B.
Thomas F. Walsh
Wilfred A. Waltemade
Charles R. Walters, A.B.
Stanley D. Waxberg
Julius I. Weinstein
John B. Whalen, A.B.
John M. Whelan, A.B.
Frederick A. Williams
Lindsay Williamson
William L. Willigan, A.B.
E. Newton Wilmington, Jr., A.B.
Samuel J. Worms, A.B. *(Cum laude)*
Alexander Yunis
Walter L. Ziehnert, B.S.
Herbert Ziff

The Degree of Bachelor of Science in Pharmacy is conferred on

Orlando Emanuel Cacase
Solomon Leo Einaugler

The Degree of Graduate in Pharmacy is conferred on

Adolph Abramowitz
Solomon Allar
Armond Altamura
Daniel Anthony Belmont *(Cum laude)*
Jerome Boonshoft
Benjamin Cohen
Peter Vincent Cosacchi
Joseph Benjamin Costabile
Joseph John Failla
Harry Farber
Bernard Feldhamer
Isidore Jack Glass
Harold Goldman *(Cum laude)*
Julius Golubitsky
Melvin Isaac Jampol
Stanley Krause
Abraham Alvin Lakernick
Joseph Samuel Lipschitz
Charles Francis LoBalbo
Sidney London
Thomas Larkin McCutcheon
Abraham Miller
Simon Mintzis
Pasquale Perillo
Sydney Perlman
Cosmo Frederick Pocograno
Adolph Pollina
Joseph Rochman
Abraham Roseman
Vincent Joseph Russo *(Cum laude)*
Arthur Saul
Joseph Schwartz
Robert Louie Siegel
Philip Smith
Lawrence Solkow
Saul Stahl
Jacob Norman Stein
John George Tangredi
John Jefferson Ushman
Philip Sherwyn Walters
George Weiss
Erwin Wolfson

HONORS AND PRIZES

JUNE, 1935

Honors in the Graduating Class:

Students attaining a general average of 90% or over for the four ears of their college course receive the following honors:

90 to 92% general average for the four years—*Cum laude.*

93 to 95% general average for the four years—*Magna cum laude.*

Over 95% general average for the four years—*Summa cum laude.*

In this year's Senior Class, the following were graduated with nors:

Joseph T. Cashman, Jr., *Magna cum laude*
Salvatore G. Di Michael, *Cum laude*
James E. Fogarty, *Cum laude*
James E. Gallico, *Cum laude*
Herman J. Herbert, *Cum laude*
Roger T. Lennon, *Cum laude*
Vincent J. Sharkey, *Cum laude*
Joseph D. Sullivan, *Cum laude*

The gold medal for the highest honors in the Graduating Class, warded to the student obtaining the highest average over 90% in is marks for the entire year, was awarded to

Joseph T. Cashman, Jr.

The silver medal for second honors, awarded to the student next n merit, over 90%, was awarded to

James E. Fogarty

All other students attaining a yearly average of 85% or over are entitled to honorable mention. In the graduating class, they were:

George E. Appell
Michael F. Bellew
Daniel F. Brennan
John W. Brereton
Francis X. Brown
Joseph M. Carbonara
William F. Cahalan
Anthony P. Cerrato
Sylvester T. Cohane
James G. Connelly
Walter F. Conway
Thomas J. Cooley
Robert T. Curley
John H. Davidson
Edward J. Delamater
William J. Dempsey
Salvatore G. Di Michael
Robert E. Dobson
Thomas A. Dorney
Francis X. Dowd
Edward F. Earle
John J. Fischer
Francis X. Fitts
Joseph J. Fitzpatrick
William E. Fitzpatrick
Hugh J. Foley
James E. Gallico
Daniel F. Garde
James J. Geraghty
Stephen S. Gorey
Leonard J. Groppe
Herman J. Herbert
Harold V. Kennedy
Vincent D. Larkin
Philip J. Lavin
Roger T. Lennon
Harold X. McGowan
Vincent F. McNally
James J. McNerney
Raymond J. McPartland
Alphonso G. Mistretta
Mario A. Mondelli
Edward J. Mooney
Sidney J. Mulholland
Philip C. Natoli
Gilbert J. Nelligan
Bertrand W. Nye
Ahmed Panagrossi
Stephen H. Randolph
Lawrence J. Reilly
John H. Ronayne
Gerard A. Schultz
Vincent J. Sharkey
James V. Sullivan
Joseph D. Sullivan
James T. Tumulty
Harold A. Voss
John J. Waldron
Howard J. Walsh
Robert E. White
Martin D. Wylly
Anthony C. Yerkovich

PRIZES

The Hughes Medal, founded by Eugene Kelly in memory of Archbishop Hughes, for the student passing the best oral examination in Philosophy, was awarded to

Joseph D. Sullivan, '35

The Jouin Medal, founded by the Alumni in memory of Rev. Louis Jouin, S.J., for the best paper on Evidences of Religion, was awarded to

Herman J. Herbert, '35

Subject: "The *Only* Catholic Church."

The Mooney History Medal, for the best paper on History, said History relating to the Roman Catholic Church, was awarded to

John P. Lahey, '36

Subject: "John Carroll, First Archbishop of Baltimore, 1735-1815."

The Jouin-Mooney Medal, for the best paper on an Ethical subject, was awarded to

Herman J. Herbert, '35

Subject: "Morality and the Motion Pictures."

The English Literature Prize of $50.00, for the best paper on a literary subject, was awarded to

Thomas J. Fitzmorris, '36

Subject: "What is a Catholic Novel?"

The Alumni Oratorical Medal for the best original speech at the Annual Oratorical Contest, was awarded to

Herman J. Herbert, '35

The Heydt French Medal, donated by Dr. Herman A. Heydt, to the Freshman student passing the best competitive examination in French, was awarded to

Caesar A. Altomare, '38

The Heydt Spanish Medal, donated by Dr. Herman A. Heydt, to the Freshman student passing the best competitive examination in Spanish, was awarded to

Nicholas J. Callahan, '38

Prize of $50.00, the gift of the Rev. John D. Roach, to the student who has obtained the highest average in Latin and Greek for the Freshman and Sophomore Years combined, was awarded to

Emil D. Criscitiello, '37

During the past scholastic year, 1934-1935, the following Special Awards were made to students of Fordham College:

The Roger W. Babson Fellowship, a fellowship valued at $1,970 at Babson Institute, Boston, Mass., for professional business training during the coming year, one of nine chosen from 200 candidates of colleges and schools of the Atlantic seaboard, was awarded to

James E. Gallico, '35

The Cardinal Hayes Literary Award, a prize of $100.00 and a Gold Medal for the best short story submitted in a contest of fifty entrants of Catholic colleges, sponsored by the Catholic Writers' Guild, were awarded to

Samuel D. McClelland, '35

The Century Theatre Club Prize, a prize of $25.00 for the best original one-act play in a contest open to any student of a college in the City of New York, given by the Century Theatre Club, was awarded to

Thomas J. Fitzmorris, '36

The Intercollegiate Catholic Literature Conference Prize, a prize of $25.00 for the best essay on the topic, "The Formula for the Great American Catholic Novel," given by the Intercollegiate Catholic Literature Conference, was awarded to

Thomas J. Fitzmorris, '36

The Cervantes Prize, the bronze medal of the Instituto de las Españas for the best composition on Cervantes written by students of Spanish at Fordham College, was awarded to

Francis C. Madigan, '37

AWARDS

The following members of the Graduating Class were commissioned as Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States:

Vincent J. Barreca	Joseph M. Kilmartin
John W. Brereton	William J. Lambert
James P. Brown	James F. X. O'Connell
John N. Code, Jr.	Stephen H. Randolph
Maurice E. Cox	Paul A. Towers
Daniel F. Garde	Martin D. Wylly

Charles A. O'Reilly, Jr., was commissioned upon completion of his camp training, July 25, 1935.

The following members of the Graduating Class received Certificates of Appointment as Second Lieutenants of the Coast Artillery Section, Officers' Reserve Corps, Army of the United States, to be effective when they become of age:

John D. Coffey	Samuel D. McClelland, Jr.
Walter F. Conway, Jr.	Anthony C. Yerkovich

The Sevier Saber, presented by Colonel Granville Sevier, U.S.A., Retired, to be awarded the cadet of the graduating class who, by performance of duty and by qualities displayed during his service in the Reserve Officers' Training Corps, is selected as being best qualified to be of service as an officer of the Army of the United States, was awarded to

John D. Coffey

The Military Order of Foreign Wars Saber, presented by the New York Commandery, Military Order of Foreign Wars of the

United States, to be awarded to the cadet of the Senior class who has been outstanding in military efficiency and evidences of patriotism, was awarded to

James P. Brown

The Gun Hill Post, No. 271, Saber, presented by the Gun Hill Post, No. 271, Veterans of Foreign Wars of the United States, to be awarded to the outstanding Battery Officer displaying the greatest military efficiency, was awarded to

Charles A. O'Reilly, Jr.

The Empire State Society of the Sons of the American Revolution Medals, presented by the New York Chapter, Empire State Society of the Sons of the American Revolution, to be awarded to the outstanding Junior, Sophomore and Freshman for leadership, soldierly bearing and excellence, were awarded to

Donald Campbell, Junior, Gold Medal
Gus Chiarello, Sophomore, Silver Medal
George E. Brandon, Freshman, Bronze Medal

The following named cadets who, by qualification in rifle marksmanship have been selected to represent the Varsity Rifle Team, R. O. T. C., were awarded the Minor "F" and Certificate by the Fordham Athletic Association:

Maurice E. Cox, *Captain*	William J. Lambert, *Manager*
Daniel A. Curnan	James J. McCann, Jr.
Gus Chiarello	Thomas F. Paglia
John F. Hughes	Joseph L. Schilling

The following named cadets of the Freshman R. O. T. C. Rifle Team, who by qualification in rifle marksmanship have been selected to represent the Fordham University Freshman R. O. T. C. Rifle Team, were awarded their Class Numerals:

Arthur J. Gallow	Michael J. Kenny
James W. Herlihy	Francis J. T. Leddy
John E. Hollwedel	Joseph L. Mangiardi

Prizes have been provided by the R. O. T. C. Unit for those students who, through competition on Demonstration Day were winners in the following events:

Strip and Assemble Machine Gun	1st. Joseph J. Aylward, '38
	2d. William D. Taaffe, '38
	3d. Felix M. Gangemi, '38
Manual of Arms	1st. Justin J. McCarthy, '37
	2d. Thomas F. Lavin, '37
	3d. John T. Flynn, '37
Strip and Assemble Automatic Pistol	1st. Thomas F. Paglia, '37
	2d. David W. Foley, '37
	3d. John D. D'Apice, '38

CLASS HONORS, 1934-1935

Undergraduate

The highest honors in each class are awarded to the student obtaining the highest average over 90% in his grades for the entire year. The prize for second honors is awarded to the student next in merit over 90%. All other students attaining a yearly average ranging from over 90% to 85% are entitled to honorable mention.

Class of 1936

Gold Medal	*Silver Medal*
George I. Heffernan	Thomas Evans
George G. McKenna	Wilbur V. Keegan
James W. McSherry	George J. Laemmle
Albert T. Marquise	Carmelo J. Pernicone
Theodore P. Roeser	
Henry A. Schloemer	

Class of 1937

Gold Medal	*Silver Medal*
Bernard J. Daenzer	James E. Brearton
Martin F. Hession	William J. Dockery
Terence M. Hoverter	Daniel V. Duff
Vincent de P. Lee	Joseph T. Hart
Edward J. Schmidlein	Leo J. Laughlin
John J. Thorpe	
Raymond J. Walsh	

Class of 1938

Gold Medal	*Silver Medal*
John J. Bauer	George E. Brandon
Robert L. Clancy	Ralph R. Hylind
John F. Dunn	
Stephen Q. Gill	
Robert Mull	
John J. Sheehy	
Thomas A. Wassmer	

Honorable Mention

Class of 1936

Mario A. Acampora
Daniel G. Amend
Eugene J. Audi
Michael Barsa
Joseph T. Begley
Francis P. Bergin
Henry A. Birdsall
Fedele L. Bonito
Thomas R. Bristow
Alton J. Burke
Joseph F. Carlucci
John A. Clear
Joseph A. Coyle
Charles J. Delle Bovi
William J. Dillon
Patrick A. Di Stanlo
Sheridan T. Dowling
Joseph P. Dwyer
William T. Farley
Howard E. Finney
Henry B. Franey
John L. Frascella
Richard A. Fritzsche
William F. Giesen
Francis P. Grealy
John F. Grigorowitz
John F. Hayes
Edward T. Hering
Thomas F. Hilbert
Joseph J. Joerg
Joseph G. Katin
Joseph M. Linda
James T. McCrystal
Edward B. McDermott
Robert A. McElligott
Jerome F. McGinty
John I. McGiver
Vincent J. McLaughlin
George F. McMahon
Clinton J. Maguire
Francis M. Mallin
William A. Mannetti
Nicholas M. Murphy
Walter S. O'Connell
Daniel J. O'Connor
Lester T. O'Connor
Denis A. O'Donnell
James L. Proctor
Louis Profumo
Jose E. Rechany
Paul T. Sayers
James S. Scott
John W. Search
John M. Stanton
Joseph P. Tague
Graham H. Walworth
John H. Winkley
Frank W. Zingaro

Class of 1937

Francis J. Burke
Jerome S. Byrne
Thomas J. Byrne
Emil D. Criscitiello

Harold J. Darby
Alfonso Della Pietra
John F. C. Flynn
James F. Garrett
Frederick M. Gerken
George J. Goepfert
John H. Graham
Charles A. Grant
Arthur G. Hopkins
Aloysius D. Juffey
Raymond C. Klein
Anthony F. Kohut
Charles H. McAuliffe
Kenneth J. McCarthy
Myles J. McHale
Thomas J. McShane
William B. MacGuire
John C. Madigan
Wellington T. Mara
Joseph A. Mundy
Francis J. Reheuser
Thomas W. Rochester
Thomas J. Rooney
John F. Sexton
James F. Somerville
William F. Steinbugler
Clyde H. Stephens
William J. Sweeney
Edmund J. Tehan
Angelo M. Torrisi
John J. Truta
James J. Walsh
Robert J. Walsh
Edward A. White
George J. Wolf

Class of 1938

Caesar C. Altomare
Joseph J. Bernard
George A. Boadwee
Charles W. Brady
Alfred J. Braida
Russell H. Buckley
Vincent J. Burke
Nicholas J. Callahan
Donald J. Campbell
Robert F. Carroll
Anthony J. Cilento
John A. Conway
John P. Coveney
John F. Crowley
Robert E. Doerr
George E. Doty
Edward J. Duffy
Joseph P. Farnan
Paul J. Fay
Ferdinand M. Flick
Edmund W. Fossbender
Zoltan Gondos
Peter J. Hillman
Edward J. Kane
Joseph A. Larkin
William F. Lenz
Daniel E. Lester
Stephen Loomie
William W. Love
George E. Lynch

Terence J. McKiernan
William J. Moller
Francis P. Murray
Gerard J. O'Brien
Leo B. O'Leary
Kenneth W. O'Neil
Ward D. O'Sullivan
Joseph P. Purcell
Frank J. Richards
John J. Ryan
Raymond J. Ryder
George E. Serries
John C. Stokes
Joseph M. Stuckart
William De R. Taaffe
William J. Tidgewell

PART III

CATALOGUE
FORDHAM COLLEGE
MANHATTAN DIVISION

FORDHAM UNIVERSITY

FORDHAM COLLEGE

MANHATTAN DIVISION

CATALOGUE

1935 - 1936

Woolworth Building

233 Broadway New York, N. Y.

Calendar for 1935

JANUARY

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JULY

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Calendar for 1936

JANUARY

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MARCH

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JULY

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OCTOBER

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NOVEMBER

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DECEMBER

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Academic Calendar

1935

Sept. 16.....Classes begin for Freshmen.
Sept. 17.....Classes begin for Sophomores.
Sept. 18.....Classes begin for Juniors.
Sept. 19.....Classes begin for Seniors.
Oct. 3.....Mass of the Holy Ghost.
Oct. 28.....Opening of Annual Retreat.
Nov. 1.....Feast of All Saints; no classes.
Nov. 5.....Election Day; no classes.
Nov. 11.....Armistice Day; no classes.
Nov. 28.....Thanksgiving Day; Thanksgiving Holidays to Monday, December 2.
Dec. 23.....Christmas recess begins after classes.

1936

Jan. 6.....Classes resumed.
Jan. 17.....Mid-year examinations begin.
Jan. 31.....Term Holiday.
Feb. 3.....Second semester begins.
Feb. 12.....Lincoln's Birthday; no classes.
April 8.....Easter recess begins after classes.
April 20.....Classes resumed.
May 8.....Sodality Mass and reception.
May 21.....Final examinations begin.
May 22.....Ascension Thursday; no classes.
June 3.....Term Holiday for February-September Freshmen.
June 7.....Baccalaureate Sermon.
June 10.....Commencement.

Opening of Classes, Scholastic Year 1936-1937

1936

Sept. 14.....Classes begin for Freshmen.
Sept. 15.....Classes begin for Sophomores.
Sept. 16.....Classes begin for Juniors.
Sept. 17.....Classes begin for Seniors.

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Statement

FORDHAM COLLEGE, MANHATTAN DIVISION

Fordham College, Manhattan Division, began in September 1923, under the supervision of the School of Law of Fordham University, as a one-year evening pre-law course for high school graduates. In 1925 a second year was added to the pre-law course and the two-year course was placed under the direction of the Manhattan Division. The two-year pre-law course was supplanted, however, in September 1928, by a four-year college course leading to the degree of Bachelor of Science and conducted under the title of Fordham College, Manhattan Division, and functioning as a separate unit of Fordham University.

Both day and evening classes are conducted in this department. The day session classes begin at 9:15 a. m. and end at 1:00 p. m. The evening session classes begin at 6:05 p. m. and end at 9:40 p. m.

Fordham College, Manhattan Division, fills the peculiar needs of three classes of students:

1. Those who intend to enter the field of Law or of Public Service and who accordingly desire a college training which will best fit them for their future work. The four-year courses in Philosophy and College English, the three-year course in Government and Political Science, the two-year course in Economics, History and Speech, together with the extra-curricular academies, debating societies and dramatic organization which are calculated to stimulate a greater interest in and afford invaluable assistance to the work of the classroom, are especially adapted for the training of prospective Law students and for students desiring to prepare for a career of Public Service;

2. Those who wish to obtain a Jesuit College training and to receive a college degree, but who find it impossible to devote their time entirely to college activity, due to financial difficulties at home which require them to work a limited number of hours during the day or evening. As noted above, the day session classes end at 1:00 p. m. and the evening session classes begin at 6:05 p. m. and the same schedule of courses is offered to both day and evening students. This arrangement of class hours and schedule of courses gives the working young man a splendid opportunity to work at the same time for a college degree and to advance surely and steadily in the field of his choice;

3. Those who decide to enter Law School after the two years of college work which are required by the University of the State of New York for the issuance of a law student's qualifying certificate. The Freshman and Sophomore years of Fordham College, Manhattan Division, meet fully the requirements of the University of the State of New York in this regard and the schedule of courses include a complete course in Scholastic Philosophy and courses in Economics, History, Government, English and Speech. Membership in the Sodality, Debating Societies, Academies and Dramatics is extended to students of this course.

LOCATION

Fordham College, Manhattan Division, is located on the seventh floor of the Woolworth Building, 233 Broadway. Both the B.M.T. and the I.R.T. subway systems have stations with entrance in the building, and the proximity of all the elevated railways, the Independent System, the Hudson tubes and the New Jersey and Staten Island ferries, make for ideal accessibility.

Officers of Administration

VERY REV. ALOYSIUS J. HOGAN, S.J., PH.D.
PRESIDENT OF THE UNIVERSITY

REV. THOMAS C. HUGHES, S.J.
DEAN

REV. JOSEPH T. KEATING, S.J.
TREASURER

CHRISTOPHER M. WALDORF, A.B.
BURSAR

E. VINCENT O'BRIEN, M.A.
REGISTRAR

THOMAS F. CALLAHAN, A.B.
ASSISTANT BURSAR

Faculty

1934—1935

DANIEL BELLEW, M.A. ..... History

FRANCIS BROGAN, Ph.D. ..... Chemistry

ARTHUR CLAYDON, Ph.B. ..... Political Science

EDMUND C. COLLINS, LL.B. ..... History

JOHN J. COLLINS, M.A. ..... History

REV. WILLIAM F. CORLEY, Ph.D. ..... Religion

REV. EDWARD M. CROTTY, S.J. ..... Philosophy, Religion

FRANCIS DOWNING, M.A. ..... History

PATRICK J. DOWNING, Ph.D. ..... Philosophy

REV. EDWARD P. DUFFY, S.J. ..... Philosophy, Religion

CYRIL B. EGAN, A.B. ..... English

MAURICE I. HART, Ph.D. ..... Economics, Government

WILLIAM P. HURLEY, M.S. ..... Physics

LEO I. KEARNEY, M.A. ..... Education

ROBERT L. KOERNER, LL.B. ..... Speech

REV. JOSEPH A. KOONZ, S.T.B., M.A. ..... Religion

REV. CONRAD I. MCCOY, A.B. ..... Religion

WILLIAM T. MCNIFF, M.A. ..... Physics

JOHN T. MCSHARRY, M.A. ..... English

LAWRENCE J. MANNION, A.B. ..... Latin

ARTHUR J. MANNIX, M.A , C.P.A. ..... Economics

RAYMOND F. O'BRIEN, M.A., LL.B. ..... English, Speech

William A. O'Brien, M.A., LL.B.....Speech

William O'Connor, M.A.....Sociology

Hugh S. O'Reilly, Ph.D., C.P.A.....Economics

Rev. Joseph D. Ostermann, A.B.....Religion

John D. Redden, M.A.....Education

John J. Reilly, M.A., LL.B.....Economics

Joseph F. Rice, M.A.....Speech, Dramatics

Emile Samra, L'es L.....Spanish

Paul Schweitzer, M.A.....English

Joseph R. Sherlock, M.A., LL.B.....Philosophy

D. John Spagnoli, M.A.....French

Raymond C. Strassburger, A.B.....Philosophy

James E. Tobin, Ph.D.....English

James Vaughan, M.A., LL.B.....Philosophy, Political Science

Leo K. Yanowski, Ph.D.....Chemistry

System of Education

Fordham College, Manhattan Division, has as its prime purpose the educating of young men who intend to enter the field of Law or of Public Service. In the fulfillment of this purpose the educational system employed is substantially the same as that of all other colleges of the Society of Jesus.

The Jesuit system of education aims at the full and harmonious development of all that is distinctively human in man. Accordingly the realization of its end and purpose is crystalized in the perfect development of the whole man, of all his faculties, moral as well as mental. The truly educated man, therefore, has been trained, not only to recognize and to appreciate and to give adequate expression to the material, intellectual and spiritual facts and values of life in its entirety, but also trained to think and to act in easy accord with those principles and precepts which should govern and rule all his actions in their relations to self, fellow-man, country and Creator.

In effecting this desired development, any right system of education must look carefully not only to the means by which the memory and the imagination and the intellect can best be trained, but also, and with no uncertain emphasis, to those principles and infallible guides and practical methods by which the moral faculties of the student can be moulded and formed. The "whole man" must receive due attention and that in respect to the dignity and power of all the faculties which are his.

An eminent Jesuit Educator has stressed this point very succinctly in these words: "If the intellect is to be trained at the cost of the will, the outcome is a rascal. If the imagination be fostered to the neglect of the other faculties, the product is a mild lunatic. If memory alone be strengthened, we have a machine. If the will receive all the attention, behold a fanatic or pious dolt."

To avoid the possibility of any such one-sided and disastrous development, Jesuit Educators have always insisted that the program of studies both in subject-matter and in method of communication be such as to insure a gradual and natural development of the mental and moral faculties of the students entrusted to their care. Thus, in the Jesuit system those instruments of education are employed which have successfully stood the test of more than three centuries and which are calculated to improve the memory, discipline the understanding, strengthen the will, refine the feelings, cultivate the taste and form the manners.

It is quite evident that, in the short period of his college course, a student, with his immature faculties, cannot be expected to apply himself with profit to that multiplicity of sciences and languages into which the vast world of modern knowledge has been divided. It is equally evident that no true educator would require such application, for that would presuppose accumulation of knowledge and growth of learning to be the aim and purpose of education. But it must be remembered that the gaining of knowledge is at most a concomitant result of education and that learning is but an instrument of education. Neither can be truly regarded as the end and purpose of education, which is the full and harmonious development of the whole man. Thus should those subjects be selected which will combine the most effective training of the "whole man" with the broadest and, at the same time, the most fundamental knowledge.

Different branches of learning have distinct and peculiar educational values, and the specific training given by one cannot be supplied by another. The Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The Natural Sciences bring the student into contact with the material aspects of nature and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest

and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. It is for this reason that the Jesuit system has unwaveringly kept Language, and especially the classic tongues of Rome and Greece, the study of which leads the student to the fundamental recesses of language, in a position of honor as an instrument of education.

The object of the Jesuit system of education which is to form Christian youths and Christian men, has never changed. Nor has there been any departure from the essential method in this system. And while it still clings fast to the Natural Sciences, and to Language and History as proved instruments of a liberal education, it does not claim, as essential to its method, training exclusively through these branches of learning. Were its claims to the contrary then courses in the Social Sciences would have no place in the program of studies in a Jesuit undergraduate department. It is essential, however, to the method of the Jesuit system of education and to the attainment of its objective, that, for the most part, the subjects admitted be reducible to a unity of interpretation which can be consistently maintained throughout the course in accordance with the principles of sound philosophy and in harmony with the dictates of Divine Revelation. There is room, therefore, in this system for modern languages, modern sciences and social sciences because these subjects are reducible to that unity of interpretation and can be made to fit in harmoniously with the essential method of the Jesuit system and perfectly in accord with its definitely defined object.

In full conformity, then, with the method essential to the Jesuit system, basic courses in Government, Political Economy and Sociology, which will prove most beneficial especially for students intending to enter the professional school of law, may be introduced into the schedule of studies. These courses arranged throughout the four years of college constitute a major in Political Science and are communicated to the student under the guiding hand of the principles of Scholastic Philosophy in

which subject classes are also conducted throughout the entire college course.

Thus is the unity of interpretation, already referred to, preserved and fostered, and through the adaptability of method in the Jesuit system it is possible to prepare the student proximately for his future professional studies and at the same time to equip him, by means of a general, vigorous and well-rounded development, to cope successfully even with the unforeseen problems of life. By this system and method and through such instruments of education is the student trained to the knowledge and appreciation of the material, intellectual and spiritual facts and values of life. This knowledge and this appreciation are the happy effect of the enriching and stimulating of the intellectual faculties, in energizing and refining imagination, taste, understanding and powers of observation.

And yet were an educational system to stop here, it would indeed be seriously and dangerously deficient. The intellectual faculties must indeed receive their full development but not at the expense and neglect of the moral faculties. In fact the principal faculties to be developed are the moral faculties; for without the guiding and controlling force of a will, trained to act in accord with right moral principles, then that power possessed through the perfect training of the mental faculties can become a deadly weapon aimed against the common interests of God and country and fellow-man. "If the intellect is trained at the cost of the will, the outcome is a rascal." That this all important element of true education has not been given sufficiently serious attention by some American educational institutions is evidenced in a statement of the American Bar Association which sincerely bemoans the fact that to the protection of organized crime have legal talent and knowledge and perhaps political power been shamelessly employed.

The Jesuit system of education, therefore, aims at developing, side by side, both the moral and intellectual faculties of the student. And, although the entire structure of this system is

animated by the vital force of morality, yet the Jesuit Educator does not regard moral principles as having, of themselves, any eoereive power. Instruetion alone in these principles eannot influence the will to an unfailing adherence to a moral eode throughout the span of life. It is indeed important that the student be made to realize fully that right prineiples are identified with the law of God which is indelibly engraven in the human heart and eontained in the higher code of Divine Revelation. But it is, in truth, of greater importance that the student be trained to follow faithfully the dictates of a well-informed eonseienee. Therefore must the knowledge of what is right be transformed into love of what is right, and both knowledge and love be redueed to the eonstant practice of doing what is morally right and avoiding what is morally wrong. And this moral training of the will is most sueeessfully effeeted through the saeramental influences of religion.

Religion eannot, therefore, be divoreed from the program of any right system of edueation. It must be regarded and esteemed aceording to its true worth, as a tremendous reality, reaehing out, as it does, above and beyond the pale of earthly truths and love, to another and far more important world where alone the perfection of the "whole man" can be fully realized in the possession of Eternal Truth and Infinite Love. Aceordingly the Jesuit system grants to religion that prominence which its effieaey in the moulding and forming of a truly educated man requires. It strives by its frequent devotional praetiees and by the many opportunities offered for frequenting the Sacraments, to impress deeply on the mind and heart of the student the realization that religion is a part of his very being, and as sueh should eolor all his thoughts, temper all his judgments, guide and control all his actions.

It is through this, the Jesuit system of edueation, that Fordham College, Manhattan Division, undertakes the training of the students entrusted to its eare. It is through the adaptability of the essential method of this system that those eourses es-

pecially suitable for preparing the prospective law student for his future work, have been introduced into the curriculum. This department, moreover, despite the apparently insurmountable difficulty of location in the heart of New York's business center, has found it possible and practicable to adhere closely to those sacred traditions of the Jesuit system of education by which the moral faculties of the student, as well as his mental faculties, are nurtured and trained. And in employing this system, Fordham College, Manhattan Division, endeavors to lay a solid foundation in the whole mind and character of the lawyer or statesman of tomorrow who will be true to himself, true to his country and true to his Divine Model, Christ Jesus.

RELIGIOUS TRAINING

Despite the apparent handicap of its location in the heart of the New York business center, Fordham College, Manhattan Division, offers to all its students the spiritual advantages enjoyed by students of other Jesuit colleges. All students are required to attend two hours of Religion weekly. Besides the Religion courses there is a three-day Retreat held annually at St. Peter's Church, Barclay Street, for both the morning and evening students. Sodality meetings conducted in Sodality Hall, located on the 8th floor of the Woolworth Building, are held weekly for both the morning and evening students and Sodalists attend Mass and receive Holy Communion at St. Peter's Church every First Friday. Devotions in honor of the Mother of God are held daily during the month of May.

STUDENT COUNSELLOR

A priest of the Faculty is exclusively engaged in administering personally to each and every student spiritual attention and guidance. As a sympathetic friend and adviser of the student, the Student Counsellor provides for frequent conferences in order to help the student diagnose his difficulties and problems

and to suggest remedial treatment. To know the student and to help him know himself, the Counsellor, in strict confidence, charts the student's progress throughout the four years of his college life. He carefully notes his abilities, capacities, interests and outstanding traits in order to guide and encourage him in his present and future undertakings.

SCHOLARSHIP

The courses of study offered are conducted according to the Jesuit system of education which has for its objective the highest culture through the development of the mental gifts and moral qualities of those entrusted to its care. To attain this ideal the student is expected to co-operate by earnest and persevering application to the daily assignments. The minimum amount of work outside of the classroom expected and required for passing success, is one hour for every scheduled lecture.

The schedule of studies is prescribed for all students admitted to this department and no student is permitted to drop any course in this schedule without the expressed and written permission of the Dean. Furthermore the written permission of the Dean must be obtained by all students wishing to take additional courses offered outside of this department, and this permission will be granted only to such students who can present and maintain a 75% average in all subjects of the prescribed course.

Students of this department enjoy the privileges of both the University Library, which is located on the Campus, and the Manhattan Division Reference Library, located on the eighth floor of the Woolworth Building. Reference books for all courses as well as the worth-while current magazines may be procured in the Reference Library.

For the students of Junior and Senior years who undertake the study of Chemistry and Physics, provision is made in the Chemistry and Physics Buildings located on the Campus, with lecture rooms, laboratory and research rooms, where is found

the best and latest scientific equipment.

Students are urged to take full advantage of the academic organizations offered in this department and every student is expected to become an active member in at least one of the academies.

Besides the scheduled classes in Speech, special opportunities are offered in the Debating Societies and in the many activities of the Dramatic organization to develop power and grace and ease of oral expression. It is hardly necessary to mention the great importance of and the value to be attached to such activities for the student who hopes to succeed in the field of Law or Public Service.

ATTENDANCE

The first semester of the school year begins about September 15th; the second semester, February 1st. The morning session classes begin at 9:15 a. m., and the evening session classes begin at 6:05 p. m. It should be noted by applicants that classes begin promptly on the scheduled hour both for the morning and the evening sessions. Late-comers are not permitted to enter the classroom. Students who are not present 85% of the semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. Certified excuses must be filed with the Registrar for all absences incurred and this must be done immediately upon return to classes. If in any semester a student absents himself in a subject exceeding twice the credit hours of that subject, he shall receive no credit for the course. Absence, even when excused, affects class standing and the class average is lowered by such absences. Absences on the day preceding or following a vacation or holiday will be recorded as two absences.

Students are expected to notify the office immediately of any change of address. "Change of Address" cards for this purpose may be obtained in the office of the Registrar.

WITHDRAWAL NOTICE

Students in Fordham College, Manhattan Division, who, for any reason whatsoever, are forced to discontinue, should notify the Registrar immediately, and in writing, of their intention to withdraw. Honorable dismissal will not be granted to any one who fails to conform to this regulation.

EXAMINATIONS AND PROMOTIONS

Examinations are held in the course of each semester on the subject-matter of that semester. Examinations in the Philosophy courses of Freshman and Sophomore years are given on the completion of individual courses. The final average is determined by the student's record for recitations, written assignments and tests during the course of the semester combined with the results of the quarterly and final examinations. Any student failing to receive a passing mark in the semester's average in any subject is considered a failure in that subject and must repeat the subject-matter. A passing grade in both the semester's average and the final examination must be attained.

Students incurring three failures will be dropped from the college register. If a student is permitted to enter an advanced class with a failure he must register for the subject which he has failed at the time he registers for the advanced class and in the session other than that in which he is attending the advanced class. A failure in any course repeated will debar a student from further credit. Under certain circumstances a student may repeat the entire semester taking all courses once again and such a student will be required to attain a recommendation grade in all subjects for the semester repeated or withdraw from the college without credit.

Condition examinations are held about one week after notification of the results of the final examinations. Condition examinations are allowed in a limited number of subjects.

Students who absent themselves from the final examinations may be permitted to take the condition examination under the usual conditions and at the time of the condition examinations, provided a certified and acceptable reason for their absence from the final examination is filed within two days of the incurred absence. Such students, however, will be granted the grade attained in the condition examination.

Freshman students who fail the condition examination will be expected to repeat the course before another examination will be granted. Those absent from a condition examination are not allowed another examination but must repeat the entire course.

Students who have not removed all matriculation deficiencies will not be permitted to enter Sophomore year. No student with a Freshman failure will be permitted to register for Junior year. No student will be permitted to enter the Senior year with any scholastic deficiency whatsoever.

Students who have consistently low grades will be requested to withdraw.

GRADES AND REPORTS

Report cards containing the grades in each subject are mailed to the students at the close of each semester. Should parents or guardians of students in this department desire report cards mailed to them and not to the student they should inform the office.

TRANSCRIPT OF RECORD

Any student desiring a transcript of his record should be careful to note exactly the address to which he wishes the transcript mailed. Official transcripts of records are not given to the student but are mailed directly to the University or College designated. No transcript will be issued during the periods of registration, examination and commencement. No student will be recommended to professional schools who does not attain an average of 75% in all subjects.

GRADUATION

Students who have successfully completed the entire course as prescribed are recommended for the degree in course. This degree is conferred at Commencement at which time the student receives his diploma from the President of the University. Degrees with distinction are noted on the diploma and Commencement program.

The University reserves the right to withhold such degree from any student who fails to attain to the standard required by the University in moral character as well as in scholastic endeavor.

REGULATIONS

Students are held responsible for all regulations contained in this Catalogue and in the Handbook of Information which every student should possess for ready reference.

Tuition and Fees

1.	Tuition, Full-time Students (day and evening)	$210.00
2.	Student Activities Fee	15.00
3.	Matriculation Fee	5.00
4.	Examination Fee	1.00
5.	Physics Laboratory Fee	20.00
6.	Physics Breakage Fee (returnable)	10.00
7.	Chemistry Laboratory Fee	20.00
8.	Chemistry Breakage Fee (returnable)	15.00

Students who register for the purpose of removing failures incurred in this department will be charged at the rate of $7.50 per credit hour.

A University fee of $5.00, payable at the beginning of each semester, is added to part-time tuition.

Diploma Fee	15.00
Transcript of Record Fee	1.00

Rules of the University prescribe that registration, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University. Students of Fordham College, Manhattan Division, are subject to the regulations of the Treasurer's office governing payment of tuition fees, etc., and refunds of the same.

No consideration will be given to applications for refunds unless the student has given notice of withdrawal to the Registrar.

Where illness, physical disability, or any extraordinary circumstances require a student to leave, he should file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified in writing the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will the registration, matriculation or activities fees be returned.

Requirements for Admission

APPLICATION AND ADMISSION

All students desiring to obtain admission to Fordham College, Manhattan Division, should present themselves at the office of the Registrar, Room 758, Woolworth Building, and fill out completely the application blank for admission. They should notify the authorities of the schools they have attended that they have made such application, requesting that an official record of their work be mailed directly to: The Registrar, Fordham College, Manhattan Division, 233 Broadway, Room 758, New York, N. Y.

All communications and inquiries concerning application and registration should be addressed directly to the Registrar. Applicants should be careful to specify the department of the University together with the room number of the Registrar's office when applying for information concerning Fordham College, Manhattan Division.

The application and high school record, when received, will be presented for consideration to the Faculty Committee on Admissions.

All candidates for admission, whose applications have been accepted by the Faculty Committee, will be informed by the Registrar as to the details of their registration.

MATRICULATION REQUIREMENTS

Candidates for admission to the Freshman class must present evidence of their graduation *with diploma* from a four-year course in a secondary school accredited by the Regents of the University of the State of New York.

Candidates must be able to obtain certificates of good moral character and of honorable dismissal from all schools they have

attended as well as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course.

Students who have attended other colleges must state the same on their application blank and file a transcript of their college record, even though no advanced credit is desired or granted.

The record of high school work must represent at least 15 units distributed over the usual period of years in a recognized secondary school.

UNITS

The University of the State of New York thus defines a *unit:* The value given to a study which is pursued five periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside the classroom.

The units offered for admission into the regular Freshman class *must* include the following subjects:

Subject	*Units*
English	3
Algebra	1
Plane Geometry	1
Foreign Language	2
History (American)	1

SPECIFIED UNITS

The three units in English represent the work usually completed in the prescribed four-year course of an approved secondary school.

The two units in Mathematics are the minimum requirement. The two units in foreign language are also the minimum requirement. One year, or a single unit, in any language will not be accepted. The language presented for matriculation must, in

any case, be chosen from a group including French, German, Italian, Latin and Spanish.

The unit of History must be in American History. Credits presented in this subject must represent one full year of work. This subject should be supplemented by courses in Civics and Economics.

A unit of science may be chosen from the following group: Physics, Biology, Zoology, Chemistry and General Science. Credit for one-half year of Physiography and Physiology may be taken together to complete the science requirement. General Science and Elementary Biology, when taken together, can be accepted for only one unit.

ELECTIVE UNITS

It is required that the applicant present an additional seven units for credit matriculation above and beyond the eight units indicated in the above schedule. Furthermore, it is expected that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the recommendations which are stated below concerning standard high school subjects. He may, however, in some cases, be allowed to present the elective units partially from other standard high school subjects.

It is recommended that the applicant be able to present credit for:

1. Three years of one foreign language and two years of a second. Latin is recommended for prospective Law students;
2. At least two full years of History. For prospective Law students, one-half unit in Civics is required;
3. Two years of Science (including Biology *or* General Science) chosen from the group specified above.

N. B.—Students who have no credit for a course in Trigonometry but desire to continue on to Junior and Senior years of Fordham College will be expected to register for a special

course in Trigonometry to be given in the Junior year of their college course. A special fee of $15.00 above the usual tuition fee will be charged for this course.

ADVANCED CREDIT

No advanced credit is granted to a student in any one or more subjects specified in the schedule of courses. However, if a student has the exact equivalent of any complete year, he will be granted advanced credit for that year.

SPECIAL STUDENTS

Fordham College, Manhattan Division, will not admit students desiring to register only for special courses selected from the prescribed courses of studies. Students, however, who have incurred failures in the prescribed courses of this department may remove the same by registering for them as "Special Students", in the session other than that in which they are pursuing the regular course.

PROFESSIONAL OPTION

Students who have completed successfully three years of the course in Fordham College, Manhattan Division, with an exceptionally good record, are permitted, on recommendation of the Faculty Committee, to attend the first-year classes of the Fordham Law School while completing the work of their Senior year, and to substitute their law studies for the elective courses prescribed for the Senior year.

This privilege is granted under the following conditions:

1. That the student be registered in the Fordham University School of Law;
2. That the first year of law be taken together with the Senior course;
3. That the first year of law be successfully completed.

N.B.—(a) Students of the evening session are not granted this privilege unless, during the time they are completing their

Senior year, they attend the morning or afternoon classes of the Fordham Law School.

(b) Professional Option Students, although their work both in the College and Fordham Law School will have been completed by June, will not receive their degree until the following October.

(c) No reduction in tuition charges of either Senior year or first year of Law is granted.

COURSES OF STUDY

All students matriculating in Fordham College, Manhattan Division, are matriculated for an academic degree of B.S. having a major in a social science.

Students preparing for Medicine or Dentistry should not apply to this department. Students wishing to register in an A.B. course or in a B.S. course majoring in pure science are referred to the Registrar of Fordham College, Bronx Division, Bronx, New York.

The complete schedule of courses prescribed for Freshman and Sophomore years, must be followed by all students matriculating in Fordham College, Manhattan Division. Students desiring to register for extra courses must apply to the Dean for special permission. This permission will be granted rarely and only to students of exceptionally high scholastic standing in the prescribed college courses.

In the prescribed courses of Junior and Senior years, opportunity is offered for the election of a field of specialization.

Prospective Law students are recommended upon entering Junior year to elect Political Science. However, the two-year course offered in Education for students in Junior and Senior years may be elected.

It is to be noted that the work of specialization is not professional, but is intended only as a background and remote preparation for later professional studies.

Schedule of Courses*

FRESHMAN YEAR

Subject	*Credits*
Philosophy	8
English	6
Foreign Language	6
Economics	6
English History	4
Religion	2
Speech	2
	34

SOPHOMORE YEAR

Subject	*Credits*
Philosophy	8
English	6
Sociology	4
Advanced Economics	4
American History	4
Government	4
Religion	2
Advanced Speech	2
	34

JUNIOR YEAR

Subject	*Credits*
Philosophy	8
Chemistry	8
English	6
Religion	2
Field of Specialization	8
	32

SENIOR YEAR

Subject	*Credits*
Philosophy	8
Physics	8
Elective	4
Religion	2
Field of Specialization	8
	30

*This schedule of courses is subject to change at the discretion of the Dean and his Advisory Committee.

Outline of Courses

ECONOMICS

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Principles of Political Economy—A brief survey of Economic History and various Schools of Political Economy. Production: Factors of production. Agriculture. Division of labor and labor problems. Population and immigration. Wealth and savings. Machines, invention and discovery. Cost of production, insurance and business organization. Exchange: Value, price and price movements. Money, credit and banking. Marketing and transportation. Supply and demand. Competition and monopoly. International trade, protection and free trade. Distribution: Rent, interest and wages. Real wages and theories of wages. Profits. Personal distribution. Consumption: Wants, standards of living and unemployment. Governmental Economics: Finance, taxation and conservation. Regulation, control and ownership.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

Advanced Economics—This is a survey course in general business principles and practice. The course covers business as a whole and discusses the grouping of business activity into major classes, such as extraction, manufacture, commerce, finance, etc. The forms of business organization; sole proprietorship, partnership, corporation, common law trust, etc. The development of modern industrial organization. The place of capital and the costs incident. The practical application of

Economics (*continued*)

economic laws to specific business problems. The theory of primary and secondary markets; the laws of increasing and diminishing returns; the question and advisability of "dumping"; the legal and political obstacles to certain methods of business development. The principles of accounting are introduced. The purpose of accounting records is set forth; the method of collecting and assembling data; preparation of financial statements and their use; credit, investment, financing, etc. The management of business enterprises; the administrative control of a business; the delegation of authority; the use of external and internal statistics; methods of corporate financing; different classes of securities.

EDUCATION

JUNIOR YEAR THREE HOURS A WEEK FIRST SEMESTER

Principles of Education—After a brief consideration of the more important principles contributed to education by philosophy, religion, psychology, biology, sociology and ethics, their practical application to the teacher's work will be examined and illustrated. The following are some of the topics treated from which principles are derived: the nature, function and scope of education; its relation to allied sciences; the art and science of education; immediate and ultimate objectives of education; fundamental principles and methods of learning; percepts, concepts, judgment and reasoning; the curriculum and method of teaching; individual differences and intelligence; objective tests and measurements; vocational training and educational guidance; functions of elementary, secondary and higher education.

Education (*continued*)

JUNIOR YEAR THREE HOURS A WEEK FIRST SEMESTER

History of Education—A general survey of the History of Education from ancient times to the present. Particular attention will be given to the following topics: Greek Education; Roman Education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the school system and education of the middle ages; Scholasticism; Universities; the Renaissance; the Protestant Revolution; the Catholic Revival and the Early Scientific Movement; Realism; the Enlightenment; Naturalism; improvement of method; beginnings of Education in America; early national influences in United States; development of free schools; establishment of school supervision; the extension of the system; High Schools; Normal Schools; State Universities; National system of France, Prussia and England. Federal Relations to Education.

JUNIOR YEAR TWO HOURS A WEEK SECOND SEMESTER

General Methods of Teaching in Secondary Schools—The aim of this course is to acquaint the teacher with the new methods of classroom teaching and the most economical procedures of high school instruction. The topics include: the aim and purposes of secondary education; the first days of teaching; discipline and classroom management; lesson planning; supervised study; the project and problem methods; socialized recitation; visualized instruction; drill review; laboratory and reorganization lessons; new types of tests and examinations; teachers' marks and final grades; individual differences.

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Educational Psychology—A study of the more important psychological principles and theories related to the develop-

Education (*continued*)

ment of the individual and to his modification by the educational process. The following topics are treated: Scientific Method; heredity; growth and maturation; theories of instinct; emotion; motivation; theories of learning. Economy and guidance of learning; transfer of training; the higher thought processes; conditions influencing efficiency; personality and character; individual differences and intelligence.

SENIOR YEAR THREE HOURS A WEEK FIRST SEMESTER

Special Methods of Teaching English and History in Secondary Schools—The various phases of the English course of study are considered with special emphasis on underlying principles, methods of teaching, classroom procedure and devices, practical applications. The nature of History; its aims, selection of subject matter and its arrangement in courses of study; lesson plans and lesson types; effective presentation of materials of instruction; collateral reading; new types of tests and examination applied to the work of the history teacher.

SENIOR YEAR ONE HOUR A WEEK SECOND SEMESTER

Observation and Practice Teaching—Opportunity is provided for each student to conduct classes in a special subject and for the discussion of the methods and principles observed. This work is done during the regular class hour under the direction and supervision of the professor. This department does not, however, make any arrangements whatsoever for the students to complete in secondary schools the requirements in observation and practice teaching under supervision specified for a teacher's license. Students who have themselves made such arrangements may file their reports with the Office for approval and subsequent certification.

ENGLISH

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Precepts and History of English Literature—The definition of literature; emotion, imagination, thought and style in literature. The nature and province of poetry; versification; the types of poetry. The Age of Classicism; the period of Transition; first traces of the rise of Romanticism. The prose forms; the evolution of the essay with particular emphasis on the Eighteenth and Nineteenth Centuries. The Romantic Movement in English literature; the Victorian Age. Required assignments: One composition weekly; readings: three novels and selected essays, for the first semester; selected poems grouped by types, for the second semester.

SOPHOMORE YEAR THREE HOURS A WEEK BOTH SEMESTERS

Rhetoric and Oratorical Composition—The purpose of this course is to establish sound principles of argumentation and persuasion, and through the study of oratorical masterpieces to create in the student a mode of expression that is clear, forceful and interesting. To insure constant practice, weekly written assignments are required. The following principles of oratory are discussed: preparation of material; selection of subject; formation of proposition; reading both sides; determination of issues; evaluation of evidence; order; the brief; preparation of audience; emotional preparation through the exordium; mental preparation through the narration and exposition. Rhetorical consideration of syllogism, sorites, dilemma, induction, analogy, and arguments based on the causal relation. Methods of refutation. Emotions. Adapted appeal. Appeal to higher motives. Consideration of sincerity, tact, trustworthiness of writer and speaker. Audience Psychology. Nature and kinds of style. Means of interest.

English (*continued*)

The History of English literature from Celtic and Anglo-Saxon times to the close of the Restoration period. Emphasis is placed upon the following: the nature of Anglo-Saxon verse; Beowulf; the medieval romance; the popular ballad; Chaucer; the Elizabethan prose writers; Edmund Spenser; the Essays of Francis Bacon; Selected Plays of Shakespeare; Milton's "Paradise Lost."

JUNIOR YEAR THREE HOURS A WEEK BOTH SEMESTERS

American Literature—An intensive treatment of the principal figures and movements in American expression from the revolutionary period to the present day. The following topics are treated: the social and intellectual background of the colonial period as it affected the thought of the late eighteenth and early nineteenth century; Franklin, Jefferson, Hamilton. The influence of English tradition: Longfellow, Lowell, Holmes. The influence of European Romanticism: Irving, Bryant, Cooper, Poe. The rise of a national viewpoint, and the separation of America from Europe: Emerson, Whitman, Twain. The development of the novel, the magazine and the short story; Hawthorne, Melville, Harte and the local color school. The beginnings of criticism; Howells, James, Adams. The clash between realism and romanticism. Journalistic trends in literature. Changes since 1914. Research papers are required of each student, as well as frequent outside readings in the literature and historical background of the two centuries.

SENIOR YEAR (Elective) TWO HOURS A WEEK BOTH SEMESTERS

Literary Criticism—This course is an attempt to formulate a definite standard of aesthetic appreciation, and is based upon the study of one or more of the forms of literary expression.

English (*continued*)

A detailed investigation of dramatic literature is made, with illustrations from the Greek classics, through Roman and mediaeval drama; the Elizabethans; Marlowe, Shakespeare and Johnson; Classical French drama; Moliere, Corneille and Racine; eighteenth century English drama; Addison, Goldsmith and Sheridan; nineteenth century European theories and production; the drama after Ibsen. The reading of the plays is supplemented by a history of world drama, and a discussion of the principal theories of stagecraft. The one-act play is treated during the discussion of the contemporary stage. Research papers are required of each student, as well as frequent outside readings.

GOVERNMENT

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

American Government—Introductory treatment of government in general: Schools of thought; forms of government. The National Government, its characteristics and powers. The position of the States. The citizens and his rights. The instrumentalities of public control; parties, popular opinion and elections. The National Government: The President; Administration; Civil Service; Congress; the Courts; Territorities and Dependencies. The State: Constitution; Executive; Legislature; Judiciary. Local Government: The County; the City and its Charter.

JUNIOR YEAR FOUR HOURS A WEEK BOTH SEMESTERS

Comparative Government—Parliamentary Democracies: Great Britain: The Constitution; the crown; the ministry and cabinet; the cabinet at work; executive departments; civil service; the House of Commons; Elections; the House of Lords; Parliamentary pageantry; law making; finance; parties; legal and judicial

Government (*continued*)

system; local government and administration. France: The rise of Constitutional Government; the third republic; the President; national administration; chamber of deputies and senate; the parliamentary system; parties; legal and judicial systems; local government and administration. Governments under Dictatorship: Germany: From Empire to Republic; republican constitutional system; President, cabinet and national Administration under the Weimar Constitution; Parliament; Parties and the rise of dictatorship; law, justice and local government under the Fascists. Russia: The rise of the Soviet Regime; Government and Politics of the U. S. S. R.

SENIOR YEAR FOUR HOURS A WEEK BOTH SEMESTERS

International Relations—Origins: An examination of the relations between city states in pre-Christian Greece; The Roman World State; the ideal of Universal Empire in Dante; the Medieval State System; emergence of the theory of Sovereignty; doctrine of Balance of Power; the beginnings of International Law; the Peace of Westphalia; the beginnings of Capitalism, Imperialism and Nationalism; what the Great War meant to International Relations. Forms: The Sources and Sanctions of Public International Law; rights and duties of States; jurisdiction; treaties and treaty making; the Law of War; the Law of Neutrality; the diplomats and consuls; foreign offices; constitutional controls of diplomacy; self help; negotations; arbitration; adjudication by the World Court; the League of Nations as international organization; public international unions. Forces: The rise, essence and varieties of Nationalism; self-determination and irredentism; the problem of National Minorities; dollar diplomacy; the nature of Imperialism especially since 1870; the foreign policies of France, Germany, Italy, Great Britian, Japan, United States and Russia; the politics of power. Prospects: The economic problem; crisis of capitalism;

Government (*continued*)

trade and tariffs; private loans and investments; reparations and intergovernmental debts. The problem of Imperialism: results of Imperialism; the mandate system; the revolt of subject peoples. Problem of war: solutions which are proposed; the renunciation of war; disarmament; security and sanctions; the problem of the League of Nations. General views as to the future.

HISTORY

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

History of England—The Celts. Roman Britain; conquest and settlement. Anglo-Saxon invasions. Spread of Christianity; missionaries from the continent; the monasteries. Institutions in England before the Norman conquest. Continental feudalism. Significance of the Norman conquest. Relations with the continent. Mediaeval institutions; the universities, guilds, parliament. The religious orders. Relations with the Papacy. Growth of English Law; the royal courts, Common Law, Equity. The Hundred Years' War. The Lancastrian experiment. Decline of the feudal order; emergence of the middle class. War of the Roses. The Renaissance; humanism in England. Tudor absolutism. The Protestant Revolt; spoliation of Church property; the Church of England; its Erastian character. The Stuarts. The Puritan Revolution. The Restoration. Settlement under William and Mary.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

American History—Colonial America: Relation to England; the American Revolution; causes and effects. The Treaty of Paris; liquidations and disputes. The making of the Constitution; Ratification and the Federalist Papers. The Organization

History (*continued*)

of a New Government; Economic and Social America in 1790. The Age of Hamilton and Jefferson; Mercantile and Agrarian interests. Neutrality and America. Jeffersonian Democracy and Individualism. The Supreme Court and John Marshall. The Transition Period 1815—1829; Economic and Social Development. America and Europe; the Monroe Doctrine. Jacksonian Democracy: Nullification. The Bank. Labor and Education 1825—1850. Cotton and the South. Secession and the Civil War. Reconstructing America. The Tragic Era.

SENIOR YEAR (Elective) TWO HOURS A WEEK BOTH SEMESTERS

Modern European History—Ideas and political institutions in the 16th Century; discoveries and explorations; rise of the Middle Class. Protestant Revolt on the Continent; causes and effects; the Counter Reformation. The Holy Roman Empire; its organization and ideals. Rise of the National Monarchies; rise of French Absolutism; Spain as a European power. The Thirty Years' War and the decay of the Holy Roman Empire. The French Revolution; effects on Europe. Congress of Vienna. Metternich. The Industrial Revolution. Revolutions of 1848. Nationalism and the spread of Democracy. Unification of Germany and Italy. Liberalism. The Church and Modern Society. Victorian England.

LANGUAGES

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Latin—Cicero, "Pro Archia", and Horace, selected "Odes". This course includes a brief review of Latin syntax, composition both prose and poetry, study of Latin Prosody in connection with "Odes" and of the poetic idiom. It stresses, however, translation into good, idiomatic English, and a literary apprecia-

Languages (*contined*)

tion of the Latin prose style of the classical period and of the poetic style of the Augustan age. The political and historical background of Republican Rome is contrasted with that of the Empire, as shown in the respective times of Cicero and the poet Horace. Cicero, "Pro Lege Manilia" and Horace, selected "Epistles". Rhetorical analysis of Oration. A study of the various rhetorical schools of Cicero's day. Translation and literary appreciation. Cicero's orations compared with those of famous Greek orators, especially Demosthenes, and with orators of our times. Social and economic background emphasized, as shown in the Oration and particularly in the "Epistles" which are selected to demonstrate the domestic and social side of Roman life as well as the political. Style of Horace's "Epistles" contrasted with that of the "Odes".

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

Spanish—This course comprises: 1. Reading from the works of the representative writers of the Nineteenth Century with attention given to the character of their style and the influence they exercised on Spanish literature. 2. Conversation and compositions, the aim of which is to teach the student to speak and write idiomatic Spanish. 3. Dictation and sight translation of Spanish correspondence which purposes to acquaint the student with commercial formulas.

FRESHMAN YEAR THREE HOURS A WEEK BOTH SEMESTERS

French—Comprehensive review of French grammar rules with application of the rules. Formation of vocabulary through rapid reading of short stories. Reading of one modern play in verse, with a study of French versification. An introduction to the history of French literature from the Middle Ages to the French Revolution.

PHILOSOPHY

FRESHMAN YEAR FOUR HOURS A WEEK FIRST SEMESTER

Logic—Definition of Philosophy and its relation to other sciences; study of the fundamental laws of thought; the nature and classes of ideas; connotation and denotation; definition and division; predicables and categories; signs; judgments and propositions; classification of propositions; properties of propositions; opposition, equipollence and conversion; reasoning and the syllogism; law of syllogistic reasoning; figures and moods of the syllogism; method of reduction; fallacies; argumentation; induction.

Epistemology—The aptitude of the mind for obtaining truth. Skepticism rejected. Cartesianism, Idealism and Materialism as forms of skepticism. The objectivity of thought. Logical truth distinguished from Ontological and Moral truth. The judgment and logical truth. Certitude and its object; states of mind in respect of truth; ignorance, error, opinion, probability. Kinds of certitude. The criterion of truth; the ultimate criterion of truth; objective evidence. Relation of certitude to internal and external experience. The validity of deductive and inductive reasoning. Human testimony in relation to certitude.

FRESHMAN YEAR FOUR HOURS A WEEK SECOND SEMESTER

Ontology—The notion of "being", its transcendental status; being as predicated of God and creature, of substance and accident; possible and existent being; essence and existence; accidents and essence. The transcendental attributes of being; Unity, Truth (ontological) and Goodness. Evil; private character of evil whether found in an object or an order. The Categories; substance and accidents; the objectivity of the idea of substance; the reality of transcendental and predicamental relations. Of causes, material, formal, efficient and

Philosophy (*continued*)

final; efficiency of created substances; occasions and condition; the objectivity of the principle of causalty. Principle of closed causality rejected.

Cosmology—Of the origin of the world; the world not self-existent. Pantheism rejected. Creation. Of the perfection of the world; cosmological optimism rejected. Relative perfection of the world. Of the laws of nature; contingent character of the laws of nature. Distinctions between scientific and philosophic principles; the possibility and knowability of miracles; purpose of miracles. Of the constituent elements of matter; theory of philosophic atomism rejected; Dynamism rejected. The hylomorphic theory.

SOPHOMORE YEAR FOUR HOURS A WEEK FIRST SEMESTER

General Ethics—The postulates and definition of ethics. The material object; conduct. The formal object; oughtness. The absolutely ultimate extrinsic and intrinsic ends of man. Immediate end of man in this life, sc. moral goodness. Moral goodness defined and classified. The ultimate and proximate constituent objective norms of morality in man's volitional activity. Specific determinants of morality. Merit, demerit. Law in general; kinds, attributes of law, eternal, natural; the intrinsic and extrinsic immutability of the natural law; physical, moral, positive, human, divine; its universality, its unity. Positive law; its necessity; source of its power of imposing obligation. Declarative and determinative positive law. The moral obligation of civil law; necessary conditions; its relation to the natural law. Sanction; definition; classification. The perfect sanction of the natural law. Conscience; definition; classification; correct; erroneous; doubtful; certain; morally certain. Obedience to conscience. Subjective right; natural and positive. The existence of true natural rights. Subject,

Philosophy (*continued*)

matter and title of a right. Co-activity is not the essence of right. Duties, defined and classified. The relation of duty to subjective right. Conflict of rights.

Individual and Social Ethics—Duty of natural religion; indifference forbidden by natural law. Duties to self. Duties to others. Homicide; suicide; self mutilation forbidden by natural law; abortion; homicide as means of just defense. Right to property; means of acquiring property; original title, occupancy. Society: definition; classification. Society natural to man. Social authority necessary to society. Domestic Society; conjugal: origin of conjugal society in the abstract and the concrete; parental: nature; primary and secondary purposes. Birth control. Essential properties of conjugal society; unity and indissolubility. Polygamy, polyandry. Annulment, separation, divorce. Education of children. In the natural order the right of education of children belongs to parents alone. Duties of civil and religious society in regard to education of children. Civil society; definition; primary and secondary purposes. Origin of civil society in the abstract and the concrete. Civil authority in itself derived immediately from God. The State and conscience.

SOPHOMORE YEAR FOUR HOURS A WEEK SECOND SEMESTER

Fundamental Psychology—Nature, scope and methods of psychology. Life in general. Natural and accidental body-units. The natural unity of living bodies. The cell: mitosis, amitosis, meisosis, segmentation, cleavage, repair, regeneration. Functions of non-living bodies. Functions of living bodies; nutrition, growth, reproduction, sensation, intelligence. Immanence of vital activity. Definition of life. The constitution of the living body. Criteria of essential superiority in function. The ultimate constitution of the non-living body.

Philosophy (*continued*)

Mechanical theories of the living body. Neo-vitalism. Vitalism. The substantial soul. The grades of life. Vegetation, sensation and intelligence. Analysis and comparison. The signs of living activity, positive and negative. The plant soul: unity, essential simplicity, integral composition, materiality, spontaneous generation. The brute soul; unity, essential simplicity, integral composition, two-fold powers, materiality, origin. The proximate principles of sensation. The external senses: organs and proper objects. The internal senses; description, function. Instinct, learning in brutes. The passions, emotions, sentiments.

Rational Psychology—Intellectual life: essential distinction between intellect and sense. Functions of intellectual life (cognitive): simple apprehension, judgment, reasoning, self-consciousness, reflex consciousness. Kant; Sensationists; Associationists; Materialists. The intellect; integral simplicity; intrinsic independence of matter. Extrinsic dependence on matter; data, normal and abnormal; proper concepts, sense experience, sleep, hypnotism, drugs, neuroses, organic lesions. The origin of ideas. Innate ideas: Plato, Descartes, Leibnitz. Ontologism, Malebranche. Occasionalism, Geulincx. Traditionalism. The Scholastic doctrine. Appetitive intellectual function. The will; integral simplicity; intrinsic independence of matter; freedom of choice; data of consciousness; teleological and moral evidence. Determinism, various forms; ancient and modern. Perversions of the will; crime and insanity. The human soul; substantiality. Simplicity and spirituality. Union of body and soul. The Scholastic doctrine; Descartes' doctrine. Immortality and perpetuity of the human soul. Analytical, ethical and teleological arguments. Origin of the human soul. Origin of species: species, logical, physical

Philosophy (*continued*)

and biological. Transformism, fixism; absolute and modified forms of each.

JUNIOR YEAR FOUR HOURS A WEEK FIRST SEMESTER

Advanced Cosmology—The magnitude of the Universe; infinity of material universe denied; what constitutes the universe; "Infinite" extent; the question of number; on the probability of inhabitants in parts of the universe other than the earth; affirmation of purposive finality in the material universe; the order of the universe and the course of nature; efficient and final causes; necessity in the immediate agent; the extrinsic purpose of irrational beings; the origin of matter; inorganic evolution; cosmogonies; geogeny; the result of entropy; the common properties of bodies; extension; affirmation of the existence of continuous extension; the essence and analysis of corporeal substance; substance and quantity; the formal effect of quantity; multilocation; compenetration; genesis of the notion of space; recent theories on space; time; recent theories on time; the common properties of bodies; activity, efficiency; energy and motion; action at a distance; qualities of bodies; the kinetic theory of qualities; the adequate concept of physical laws; the possibility of intervention by created spirits; transmutation of elements.

JUNIOR YEAR FOUR HOURS A WEEK SECOND SEMESTER

Problems in Ethics—The Sociability of human nature; various explanations of this constant and universal fact. The evolutionary theory as an explanation of domestic society. Westermarch and the theory of natural selection. The theory of primitive promiscuity. The scholastic theory as a refutation of all positivistic theories. Civil Society; the theory of Hobbes and Rousseau, regarding the origin of civil authority as such. The scholastic theory of consent or contract as distinguished from

Philosophy (*continued*)

that of Locke, Hobbes; Suarez and Bellarmine as exponents of this theory. Other scholastic theories; Taparelli, Zigliara, Cathrein. The juridical as distinguished from the historical origin of civil authority. The function of civil society: (1) the Police-theory as e. g. in Locke; (2) The Paternalistic theory; (3) the Scholastic theory, as the "via media". The relations of the civil authority to the family. The alleged right of the State to restrict or compel marriages. The alleged right of the state to sterilize the unfit. Specifically, the relation of the state to the child, in his physical and moral welfare. The relation of the common good to private good. The relation of civil law to natural law. Rights of the State, with regard to private property. The right of eminent domain. The right to a living wage. Capitalism, Bolshevism, Distributism, Socialism. Relations of States to one another. Natural international law. War. The conditions of a just war. The possibility of their fulfillment in the present state of civilization. The right of rebellion. Conditions under which rebellion may be justified.

SENIOR YEAR FOUR HOURS A WEEK FIRST SEMESTER

Problems in Psychology—Basic concepts: Experimental, empirical and speculative psychology. Philosophic foundation and historical genesis of the modern approach. Ontological and epistemological postulates of various schools. Technique and principles of psychological experiment: controlled introspection, objective methods, apparatus, treatment of results. Bibliographical sources.

Sensation: Anatomy and physiology of peripheral and cerebral sense organs; cerebro-spinal nervous system; sympathetic nervous system; ductless glands; hormones; the synapse; reflexes. Hearing, taste, smell, sight, touch, temperature, space and time.

Philosophy (*continued*)

perception, imagery, central sense, fantasy; feeling and emotion; instinct, sense memory, sensory habit, perseveration; eidetic imagery.

Intelligence: Conscious, sub-conscious, unconscious activity. The variables of human psychic acts. Attention, spontaneous and controlled, fixation, concentration. Tri-partite and bi-partite classification of conscious function contrasted. Cognition. The abstraction process experimentally considered. Concurrence and contrast of idea and image. Consideration of functionalist, associationist, structural and Gestalt theories. Judgment and reasoning. Retention, recall, recognition, recollection. Learning; different types of learning. Intelligence tests. Theory, principles, history. Nature and kinds; individual and group tests, verbal and performance. Objectivity, reliability, validity. Evaluation of criteria. Conation. Evidence for the existence of a separate conative faculty. Experimental evidence of freedom of choice. The function of deliberation, motive and attention in free choice. Consideration of the Behaviorist, James-Lange, Dynamic and Hormic schools.

Emotion: Nature; sensation and emotion; older and modern theories of the relation of conation and emotion. The aesthetic and moral sentiments. Classification of emotions. Physiological antecedants, concomitants and consequents of emotion. Error and belief. The influence of the will on perception and reasoning. Prejudice, sensory error; delusion and hallucination.

Character: Habit. Consideration of erroneous physiological and anatomical theories. Automatization of volitional actions. The nature of habit. Methods of habit formation. Temperament and personality. Physiological theories of temperament. Empirical and philosophical concepts of personality contrasted. Modern schemata of personalities contrasted with antique. Personality abnormalities. Multiple and co-conscious personalities. Measurement of personality; evaluation of objective tests.

Philosophy (*continued*)

SENIOR YEAR FOUR HOURS A WEEK SECOND SEMESTER

Natural Theology—Its object, scope and importance. The existence of God. Possibility of demonstrating God's existence. Various proofs: the cosmological argument, the teleological argument, the argument from universal consent of mankind. Other arguments. A critical examination of the ontological argument as used by St. Anselm and Descartes. The criticism of Kant; his rejection of the cosmological and the teleological arguments. His alternative proof based on the practical reason. The nature and attributes of God. His unicity, infinity, immutability, eternity, immensity. The Divine Intellect. Its primary and secondary objects. Divine foreknowledge, and its bearing upon freedom in human action. The Divine Will. Its primary and secondary objects. Necessary and free acts. The action of God in the world. Creation; its purpose and its relation to the immutability of God. The freedom of God in creation. Divine concurrence and conservation. Concurrence and the problem of evil; physical and moral evil.

RELIGION

FRESHMAN YEAR TWO HOURS A WEEK BOTH SEMESTERS

The foundations of Catholic living. Meaning, need and place of religion in the individual. Creation and purpose. Revelations of God. Coming of Christ. Claims of Christianity. Authenticity. Knowledge and love of God in the Old Testament. Knowledge and love of God in the New Testament. Personality of Christ. His character, claims and teachings. The Great Commandment. Meaning and distinguishing features of love; natural and supernatural. Existence of the law of love. Catholic moral principles. Love of God in daily con-

Religion (*continued*)

duct. Love of God in worship. Prayer, self-denial. Superstitious practices. Love of neighbor: ideals, motives and means. Corporal and spiritual works of mercy. Justice; its place in the scheme of Christ and His Church. Life and health. Formation of Catholic character.

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

Motives for attaining the Catholic Ideal; the future life: heaven, hell and purgatory. Man's origin; creation by God. Evolution and the Bible; Biblical inspiration. Original sin. The Trinity; the Incarnation and the Redemption. Mary, Mother of God; the Immaculate Conception and the Virgin Birth. Means of attaining the Catholic Ideal: grace, sanctifying and actual; prayer and good works; the Communion of Saints and indulgences; the Sacraments in general; the Sacramentals and devotions; Baptism and Confirmation; Penance; Holy Eucharist; Extreme Unction and Holy Orders.

JUNIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

The general topic treated in this course is Christ and His Church. The sub-topics include: the precepts, laws and policies of the Church with a discussion of their spirit and interpretation. The teachings and sanctifying functions of the Church; evidence for infallibility. The structure of the Church; her credentials and power of survival together with a statement of the proper relations of Church and State. Her Founder's life is then reviewed with emphasis upon historical sources; a study is made of Christ's claims and credentials and the course is concluded with a presentation of the concept of Christ abiding in His Church.

Religion (*continued*)

SENIOR YEAR TWO HOURS A WEEK BOTH SEMESTERS

Possibility of Divine truth. Faith. Basis of faith. Authority in faith. Divine faith. Motives, object and properties. Mystery and dogma. The supernatural life. Nature and progress in supernatural life. Difficulties of faith. Broad mindedness. The necessity of religious principles and convictions. Faith and charity. Dangers against faith. Spiritual and religious progress. Matrimony; God's part; institution, nature, contract and sacrament; laws governing marriage; natural and ecclesiastical; impediments. Mixed marriage. Ceremony of marriage. Pre-requisites; time, place, parties, manner. Living in married life; rights, duties. Parents and children. Moral and religious training. Vocations; religious, married and single state of life. The Holy Sacrifice of the Mass; theological, historical and liturgical aspects.

SCIENCE

The Science Courses of Junior and Senior years in Chemistry and Physics consist of three hours lecture and two hours laboratory weekly. The laboratory work is conducted in the respective Science Buildings on the Campus. The lecture periods are arranged thus: Morning session, two hours at Fordham; one hour at the Woolworth Building. Evening session, one hour at Fordham; two hours at the Woolworth Building.

JUNIOR YEAR 3 HOURS LECTURE, 2 HOURS LABORATORY, WEEKLY BOTH SEMESTERS

General Chemistry—The first semester includes a study of the following: Substances and Properties, Elements and Compounds in general, Law of Conservation of Mass, Law of Definite or Constant Proportions, Law of Multiple Proportions and

Science (*continued*)

Measurement of Combining Proportions. The Atomic Theory, Atomic Weights and Structure of Matter. Symbols, Formulae, Equations and Calculations by use of Equations. Study of Oxygen in detail, Measurement of Gases, the Kinetic Molecular Theory. Boyle's, Charles' and Dalton's Laws with calculations. Detail study of Hydrogen, Valence and Water. Molecular Weights and their applications, Gay Lussac's Law. Gram Molecular Volume, Solutions, detail study of Hydrogen Chloride, Sodium Hydroxide and Chlorine. Energy and Chemical Change, Reversible Reactions, Chemical Equilibrium, Acids, Bases and Salts. Ionization and Ionic Equilibria. The Halogen Family, i. e., Fluorine, Bromine and Iodine (Chlorine is studied during the first semester). Oxidizing Substances, Ozone, Hydrogen Peroxide, Hypochlorous Acid, Bleaching Powder, etc. Sulphur and Hydrogen Sulphide. Oxides and Oxygen Acids of Sulphur. The Periodic System, Radium, Atomic Energy, Nitrogen, The Atmosphere, Ammonia, Nitric Acid. Phosphorus, Arsenic Antimony, Bismuth and some of the other common metals. Carbon and the oxides of Carbon, Hydrocarbons and fuels.

SENIOR YEAR — 3 HOURS LECTURE, 2 HOURS LABORATORY, WEEKLY — BOTH SEMESTERS

General Physics—Mechanics: The study of motion and its laws; the study of forces in bodies at rest and in motion; the general principles of Dynamics; the concepts of Work, Power and Energy; Machines; the Mechanics of Fluids. Heat: The nature of Heat; the Effects of Heat; Temperature and its Measurement; Thermal Capacity; Change of State; Laws of Gases; Transmission of Heat; Heat Engines. Wave Motion and Sound: Characteristics of Wave Motion; the Cause and Nature of Sound; The Characteristics of Sound, Sounding Bod-

Science (*continued*)

ies. Electricity: Magnetics; the study of Electric charges at rest; Production of Steady Electric Currents; the Effects of an Electric Current; magnetic effect, heating effect, electro-chemical effect, electro-mechanical effect; Induced Currents; Electro-magnetic Machinery and Devices; Electronics. Light: The Electromagnetic Character of Light; Reflection and Refraction of Light; Laws of Mirrors and Lenses; Optical Instruments, Interference and Polarization of Light.

SOCIOLOGY

SOPHOMORE YEAR TWO HOURS A WEEK BOTH SEMESTERS

An Introduction to Pure and Applied Sociology—Nature of social science; relation to other branches of knowledge; current theories of social causation and of society; contemporary social movements and programs, particularly the Catholic program for social reconstruction; basic sociological concepts; influence of positive conditioning factors upon society: geographic, cultural, civilizational, psycho-physical; sociological significance of the family; of the state; means and dynamics of social control; social pathology: poverty, crime, insanity and mental deficiency. Emphasis is laid throughout the course upon the concepts of Catholic thought and action.

SPEECH

FRESHMAN YEAR ONE HOUR A WEEK BOTH SEMESTERS

Fundamentals of Speech—A practical course surveying the principles of speech production; breathing, vocalization, articulation and resonance; pantomime, interpretation and original speech composition, followed by the intensive study of extem-

Speech (*continued*)

poraneous speech with regular assignment of speeches to be delivered in class. Specific individual criticism aimed to perfect effective organization of speech materials and appropriate platform method and manner.

SOPHOMORE YEAR ONE HOUR A WEEK BOTH SEMESTERS

Advanced Extemporaneous Speech—A rapid review of the principles learned in Freshman year. Survey of the history of Oratory and an analysis of modern speech situations, including technique of radio presentation. Regular presentation in class of original speech assignments. Particular stress laid upon the attainment of variety of rate, force and pitch in voice and ease and naturalness in platform manner.

TRIGONOMETRY

PREREQUISITE* FOR SENIOR PHYSICS — TWO HOURS A WEEK — BOTH SEMESTERS

In this course is stressed the practical value of Trigonometry and considerable time is given to practical problems. Trigonometric functions of Acute Angles; use of table of Natural Functions; Logarithms; use of Tables, antilogarithm, etc.; use of Logarithms. Multiplication, division; cologarithm; use and advantage of cologarithm; raising to a power; the Right Triangle; Trigonometric functions of any angle; the Oblique Triangle.

*Students who have offered trigonometry towards the fulfillment of matriculation requirements will not be required to register for this course.

ORGANIZATIONS

OF

FORDHAM COLLEGE

Manhattan Division

THE SODALITY OF OUR LADY

The purpose of the Sodality of Our Lady is to develop within the individual lives of its select membership a special fervor of Catholic life. This is accomplished through devotion to the Mother of God and to Her Son. It aims at the fullness of Catholic life, striving to cultivate the interior life after the fashion of Christ and His Mother, and uniting Catholic virtue with Catholic action. Regular weekly meetings, following a definite and systematic program of spiritual and temporal action, are held in the Sodality Hall. Seminars on important timely topics are conducted; occasional meetings are held in Saint Peter's Chapel on Barclay Street.

Faculty Moderator—Rev. Joseph A. Koonz, S.T.B., M.A.

SODALITY OF THE IMMACULATE CONCEPTION

(For students of the morning session)

OFFICERS—1934-1935

Prefect.....James Collins, '35
1st Vice-Prefect .....Thomas Medaglia, '35
2nd Vice-Prefect .....James White, '35
Secretary .....Edwin Mullane, '35
Treasurer .....Charles Meyer, '35
Sacristan.....Peter Purchia, '37

SODALITY OF OUR LADY OF THE BLESSED SACRAMENT

(For students of the evening session)

OFFICERS—1934-1935

Prefect .....Francis J. Crosson, '35
1st Vice-Prefect .....George Dorney, '35
2nd Vice-Prefect .....James Copleston, '36
Secretary .....William Doherty, '36
Treasurer .....Joseph McDonald, '36
Sacristan .....Norbert Gessner, '37

THE ANNUAL RETREAT

During the latter part of October of each year classes are suspended for three days, during which time a Father of the Society of Jesus conducts the Students' Retreat in Saint Peter's Chapel, Barclay Street. The exercises for the morning session take place between 9:00 a. m. and 12:30 p. m. and for the evening session between 6:05 p. m. and 9:35 p. m.

THE STUDENT COUNCIL

The Student Council is composed of the presidents of the classes of Fordham College, Manhattan Division, and the School of Business Administration. The Council serves as a medium of contact and information among the students, and uses its influence for the fostering of activities, for the general welfare of existing academies and clubs, and for the encouragement of efforts to form new ones. It is also the purpose of the Council to promote school spirit, and to give in its meetings an opportunity for the representatives of the several classes to express the views of their classmen on matters affecting the interests of the students.

Faculty Moderator—Patrick J. Downing, Ph.D.

OFFICERS—1934-1935

President .....John P. Kelly, '35
Secretary .....Horace N. Sharrow, '37
Treasurer .....Oliver G. Kennedy, '38

MEMBERS—1934-1935

Thomas Kennedy, '35
Edward Ledden, '35
Arthur McElroy, '35
William Doherty, '36
Thomas J. Miller, '36
William Quinn, '36
Carl Rubino, '36
N. J. Gessner, '37
John Larmour, '37
Peter Purchia, '37
George Wallace, '37
Francis X. Wetzel, '37
H. Gerard Crawford, '38
D. W. Kelly, '38

THE MULRY COUNCIL OF DEBATE

The Mulry Council of Debate, an organization composed of students drawn from the Senior, Junior and Sophomore classes, meets weekly for the purpose of engaging in forensic discussion of current problems. It aims to familiarize the student with the practical workings of Parliamentary Law and to cultivate an ease and readiness in public discussion.

To engender interest inter-collegiate debates are arranged with institutions in the metropolitan area and a prize debate is held at the close of the school year.

Faculty Moderator—Raymond F. O'Brien, M.A., LL.B.

OFFICERS—1934-1935

President ..... Arthur McElroy, '35
Secretary ..... Lawrence Gross, '36
Chairman, Contest Committee
William McPhee, '36

THE TERENCE J. SHEALY, S.J., DEBATING SOCIETY

This Society was organized to afford the upper classmen of the evening session the opportunity of perfecting themselves in the art of public discussion. Formal debates on questions of the day are presented weekly.

Faculty Moderator—William A. O'Brien, M.A., LL.B.

OFFICERS—1934-1935

President ..... Joseph Duffy, '35
Vice-President ..... Victor Orlando, '35
Secretary ..... Gerald Fonda, '35

THE AUGUSTUS J. THEBAUD, S.J., DEBATING SOCIETY AND THE JOHN HENRY CARDINAL NEWMAN DEBATING SOCIETY

The Augustus J. Thebaud, S.J., Debating Society is comprised of students of Freshman and Sophomore evening classes.

The John Henry Cardinal Newman Debating Society is comprised of students of the Freshman class, morning session.

The purpose and activities of both societies are identical: to accustom the members, by means of literary discussion and formal debates, to speak with fluency and ease and to afford them an opportunity of acquiring a knowledge of useful and timely subjects. Together with this, experience is gained in parliamentary procedure and order, and in the art of formal debate.

The John Henry Cardinal Newman Debating Society

Faculty Moderator—Robert L. Koerner, LL.B.

Officers—1934-1935

President.....Leo O'Mealia, '38
Vice-President.....Gerard McGuirk, '38
Secretary.....Richard McCune, '38
Treasurer.....Gerard Crawford, '38

The Augustus J. Thebaud, S.J., Debating Society

Faculty Moderator—William A. O'Brien, M.A., LL.B.

Officers—1934-1935

President.....Edward Doyle, '37
Vice-President .....William Callahan, '37
Secretary.....Arthur Sullivan, '38
Treasurer.....Quentin De Fazio, '37

THE "FORDHAM FRIARS"

The "Fordham Friars" is the dramatic organization of Fordham College, Manhattan Division, and the School of Business Administration. It is devoted to the encouragement and promotion of drama in all of its phases and aims to develop both general appreciation and individual skill in the various fields of play production. A full schedule of one-act plays, and several other programs, including a three-act play, are presented each year.

Faculty Moderator—Joseph F. Rice, M.A.

OFFICERS—1934-1935

President.....John Larmour, '37
Vice-President.....Horace Sharrow, '37
Secretary.....James McNerney, '36

THE SUAREZ CIRCLE

The purpose of the Suarez Circle is to offer to upper-classmen the opportunity for a finer development of the power for clear, systematic thinking and for the formation of the mental habit of properly evaluating current philosophical trends in the social, economic and political orders. To this end discussions are undertaken which include historical events and present day social, economic and political problems.

Membership is restricted to those students of the Junior and Senior classes who have done exceptionally well in their philosophy courses.

Faculty Moderator—James Vaughan, M.A., LL.B.

OFFICERS—1934-1935

President .....Terrace McGuirk, '35
Vice-President.....William McPhee, '36
Secretary.....Matthew Sherlock, '35
Treasurer.....William Rafferty, '35

THE CAMPION CLUB

This organization is open to students in the Junior and Senior classes interested in topics of a literary nature. Meetings are held bi-weekly. The club has a two-fold purpose: to increase enthusiasm for literature, and to foster student writing and criticisms. The informality of the round-table talk is maintained at all times. Subjects for discussion follow no set scheme, and treat of both classical and contemporary literary production and problems.

Faculty Moderator—James E. Tobin, Ph.D.

OFFICERS—1934-1935

President.....Joseph Belvedere, '35
Vice-President.....Arthur Reicher, '35
Secretary.....Lawrence Pontrelli, '35
Treasurer.....Caesar Cangialosi, '35

THE BELLARMINE CLUB

The Bellarmine Club is an organization for students of the Sophomore Class who find the field of Political Science of particular interest. The purpose of the Club is to stimulate initiative on the part of the individual member, to introduce him to the realities which exist apart from the subject matter treatment of the classroom. It is also intended to be of special assistance to those who may have an inclination to enter the field of governmental or political activity.

Faculty Moderator—Maurice I. Hart, Ph.D.

OFFICERS—1934-1935

President.....Vincent Baniszewski, '37
Vice-President.....Timothy Costello, '37
Secretary .....Edward Tierney, '37

THE PETAVIUS ACADEMY

The Petavius Academy was founded to afford Sophomore students, especially interested in history, the opportunity of developing a more mature mental attitude towards the subject, to bring to their knowledge ages and personalities not included in the classroom lectures, and to acquaint them with the sources of historical knowledge and the discipline of research.

Faculty Moderator—Francis Downing, M.A.

OFFICERS—1934-1935

President.....Timothy Costello, '37
Vice-President.....Eugene Galvin, '37
Secretary.....John Powers, '37

LE CERCLE COLOMBIERE

Le Cercle Colombiérè was founded to enable students of the Freshman class to come in contact with spoken French and to acquaint them with the various phases of French history, culture and customs.

At each meeting the Moderator gives a short talk in French. Members are required to contribute reports on subjects announced for discussion. Whenever possible, arrangements are made by the Moderator for attendance of the Academy in a body at lectures, plays or motion pictures in French.

Faculty Moderator—D. J. Spagnoli, M.A.

THE RICCI SCIENCE CLUB

The purpose of this organization is to promote and foster a liking for science, to awaken and stimulate interest in modern scientific knowledge especially from a philosophical point of view, and to give the members opportunities to impart to an audience information of such a nature.

The Ricci Science Club (*continued*)

Every student in Fordham College, Manhattan Division, attending a course in any branch of science, is eligible for membership in this organization.

Faculty Co-Moderators—
Leo K. Yanowski, Ph.D.; Raymond M. Wall, M.S.

OFFICERS—1935

President.....Victor Ales, '35
Vice-President.....Mario De Serio, '36
Secretary.....Raymond Helenek, '36

THE ARIES

"Aries," the Year Book, published each Spring by the members of the Senior classes of Fordham College, Manhattan Division, and the School of Business Administration, was founded to record permanently the student activities of each year as well as to provide departing Seniors with a lasting memorial of the class-mates, friends and activities of their college days.

The staff is represented by members of every class in both Departments with a Senior class board in charge.

The "Aries" affords a means of expression for student art work, journalism and literary efforts.

Faculty Moderator—Thomas J. McLaughlin, Jr., B.S.

OFFICERS—1935 ARIES

Editor-in-Chief.....Fred P. Doyle, '35
Business Manager.....Peter F. Ratigan, '35
Literary Editor.....Joseph Belvedere, '35
Circulation Manager.....Francis A. Peters, '35
Advertising Manager.....Joseph R. Duffy, '35

THE ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Students in the undergraduate departments of the Manhattan Division of the University are eligible for membership in this Association.

ALUMNI ASSOCIATION

The Fordham University Alumni Association aims to keep up after College days are over the loyalty and friendships made at Alma Mater. Two meetings are held annually, and before Lent an Alumni dinner is arranged at one of the well-known New York hotels. Alumni Day, usually the day before the baccalaureate services, was begun a few years ago and has been increasing in popularity ever since. It is the beginning of the bond between the graduates and the older alumni. Graduates of Fordham College, Manhattan Division, are eligible for membership in this association.

FORDHAM UNIVERSITY CLUB

The Fordham University Club, founded in 1926, has done much to keep alive the alumni spirit. The club rooms at 22 East 38th street, New York, where members can drop in for an evening, meet old friends and make new ones, the various social events culminating in the Fordham Block "F" Dinner, are features which should be sufficient to make every Fordham graduate a member. Graduates of Fordham College, Manhattan Division, are eligible for membership in this Club.

LIBRARY FACILITIES

The facilities of the University library, located on the campus of Fordham University, 190th Street at Third Avenue, Bronx, New York, are extended to all students.

The Manhattan Division offers to its students the use of a fully equipped and well furnished Reference Library, ideally located on the eighth floor of the Woolworth Building and occupying the entire southwest corner. The Reference Library is used exclusively for reference and research work and is calculated to be of valuable assistance to students in preparing class assignments.

Library hours are:

9:00 A. M. to 9:00 P. M. (Monday to Friday).
9:00 A. M. to 5:00 P. M. (Saturday).

THE BOOK STORE

The Fordham University, Manhattan Division, Book Store is located on the eighth floor of the Woolworth Building. The Book Store has been established for the convenience of the students desiring to procure the assigned class text books. It is open during the following hours:

Week days:	9:00	A. M.	to	11:30	A. M.
	5:50	P. M.	to	7:00	P. M.
Saturdays:	12:35	P. M.	to	1:15	P. M.

HONORS AND AWARDS

June 1934

Honors in the Graduating Class:

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92%.....Cum laude
93 to 95%.....Magna cum laude
Over 95%.....Summa cum laude

In the Graduating Class of 1934

JOHN CHRISTIAN WIRTH

was graduated with honors, "Cum Laude".

UNDERGRADUATE—1933-1934

A gold medal is awarded to the student of each class obtaining the highest average, over 90%, in his grades for the entire year. Students attaining a yearly average from 85% to 90% are entitled to honorable mention.

HONORABLE MENTION

Freshman "A"

Cincotta, Joseph
Gross, Isidore
Loomis, Stanley

Freshman "B"

Baniszewski, Vincent
Costello, Timothy
D'Amato, Julius
Silverman, Sidney

Freshman "D"

McCarthy, Edward
Munro, John

Freshman "E"

Clark, John
Enright, John
McCarthy, Vincent
Slattery, Maurice

Honors and Awards (*continued*)

GOLD MEDAL

Sophomore "B"
Maraziti, Joseph

Sophomore "D"
Wolz, Heinrich

HONORABLE MENTION

Sophomore "A"
Gallagher, Donald

Sophomore "B"
Bucher, Hyman
McPhee, William
Paulo, Frank
Valenti, Gabriel
Weinberg, Howard

Sophomore "D"
Kendall, Irving
McDonald, Joseph
Wasserman, Arthur

Sophomore "E"
Connor, William
Hogan, John
Hillman, Jacob
Kilkeary, Joseph

GOLD MEDAL

Junior "A"
Collins, James

HONORABLE MENTION

Junior "A"
Belvedere, Joseph
Cangialosi, Caesar
Flynn, James
Mullane, Edwin
Neumann, Francis
Wein, Nathan

Junior "B"
Crosson, Francis
Dorney, George
Gentile, Willard
Heidt, Harold

A gold medal was awarded to each of the following for the best individual display of forensic ability at the end of the Debating season in May 1934:

The Mulry Council of Debate

John E. O'Hara, '34

The Augustus J. Thebaud, S.J., Debating Society

William J. Doherty, '36

The John Henry Cardinal Newman Debating Society

Roy B. Colonel, '37

Honorable mention and a gold Fordham watch charm were awarded to the following:

The Mulry Council of Debate

John Lynch, '35
Donald Gallagher, '36

The Augustus J. Thebaud, S.J., Debating Society

William J. Connor, '36
James Gallagher, '36

The John Henry Cardinal Newman Debating Society

Julius D'Amato, '37
John Hennessey, '37

SCHOLARSHIPS

Competitive Scholarships

The Board of Trustees of Fordham University has established in the department of Fordham College, Manhattan Division, a full scholarship, to be offered annually to the high school graduate who receives the highest average in the competitive scholarship examinations held at the close of the scholastic year. This scholarship is valued at $850.00 and entitles the winner to the complete four-year college course in either the morning or the evening session. It does not include, however, any of the fees added to the usual tuition fees, nor does it include text-books, etc. Moreover, the University reserves the right to revoke the scholarship in the event that the conditions under which it has been awarded are not properly honored, or for any other reason that the University authorities consider sufficiently cogent to take such action. Scholarship students must maintain a general average of 80% throughout the course. Eligibility for the competitive scholarship examinations requires that the candidate:

1. be a graduate of a recognized high school;
2. be rated in the upper third of his high school graduating class;
3. present to the Registrar the Certification Card, printed and distributed by Fordham University, duly signed by the High School Principal and certifying to the class standing of the candidate.

Candidates for the competitive scholarship examinations should address their requests to:

The Registrar,
Fordham College, Manhattan Division,
Woolworth Building, Room 758
New York, N. Y.

Scholarships (*continued*)

LIBRARY SCHOLARSHIPS

The recipients of the Library Scholarships are selected by University authorities from the existing student body and on the basis of the student's previous scholastic record in the department. These scholarships are for one year's duration and are granted in return for part time service in the Manhattan Division Reference Library.

Students who are awarded the Library Scholarship must continue to maintain a general scholastic average of at least 80%. Furthermore, the University authorities reserve the right to revoke the Library Scholarship should the conditions under which the scholarship has been granted be violated or for any other reason considered sufficiently cogent to take such action. All requests for the Library Scholarship should be made in writing to the Dean.

TP-3½M-4-35

PART IV

CATALOGUE
SCHOOL OF BUSINESS

FORDHAM UNIVERSITY

SCHOOL OF BUSINESS ADMINISTRATION

CATALOGUE

1935 - 1936

Woolworth Building

233 Broadway New York, N. Y.

Calendar for 1935

JANUARY

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FEBRUARY

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Calendar for 1936

JANUARY

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OCTOBER

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NOVEMBER

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DECEMBER

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Academic Calendar

1935

Sept. 16.....Classes begin for Freshmen.
Sept. 17.....Classes begin for Sophomores.
Sept. 18.....Classes begin for Juniors.
Sept. 19.....Classes begin for Seniors.
Oct. 3.....Mass of the Holy Ghost.
Oct. 28.....Opening of Annual Retreat.
Nov. 1.....Feast of All Saints; no classes.
Nov. 5.....Election Day; no classes.
Nov. 11.....Armistice Day; no classes.
Nov. 28.....Thanksgiving Day. Thanksgiving Holidays to Monday, December 2.
Dec. 23.....Christmas recess begins after classes.

1936

Jan. 6.....Classes resumed.
Jan. 17.....Mid-year examinations begin.
Jan. 31.....Term Holiday.
Feb. 3.....Second semester begins.
Feb. 12.....Lincoln's Birthday; no classes.
April 8.....Easter recess begins after classes.
April 20.....Classes resumed.
May 8.....Sodality Mass and reception.
May 21.....Ascension Thursday; no classes.
May 22.....Final examinations begin.
June 3.....Term Holiday for February-September Freshmen.
June 7.....Baccalaureate Sermon.
June 10.....Commencement.

Opening of Classes, Scholastic Year, 1936-1937

1936

Sept. 14.....Classes begin for Freshmen.
Sept. 15.....Classes begin for Sophomores.
Sept. 16.....Classes begin for Juniors.
Sept. 17.....Classes begin for Seniors.

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Statement

The School of Business Administration of Fordham University was established in 1920 as a School of Accountancy to provide for the increasing number of Catholic young men desiring scientific training in the field of Business and for such who desired to prepare themselves for the Certified Public Accountant examinations.

Since 1927 the School of Business Administration has offered to high school graduates a four-year day course and a six-year evening course leading to the degree of Bachelor of Science in Business Administration, majoring in Accounting, and has a two-fold purpose:

1. To prepare the student to attain to an eminent position in the world of successful business men. The business world to-day demands that the successful business man be also the man of culture. Accordingly the School of Business Administration offers not only such courses which are calculated to secure for the student a thorough knowledge of the principles and methods of business procedure, but also courses in those cultural subjects which are necessary for a broad liberal education and most effective in training the business student in the art of clear thinking and of graceful and forceful self-expression;
2. To meet the requirements of the University of the State of New York for students desiring to qualify for the Certified Public Accountant examinations and at the same time to prepare adequately such students for future success as Public Accountants. The School of Business Administration complies fully with the New York State requirements

in both the specified C. P. A. Syllabus and the degree conferred, and is fully approved and registered by the University of the State of New York.

The School of Business Administration also offers a balanced course providing a substantial cultural background to complement technical business courses for such students who are not high-school graduates and who cannot meet the minimum matriculation requirements for the degree course.

Those engaged in business, and who wish to add to their practical business experience a thorough theoretical training in the subjects of Accounting, Business Law, Business Economics or Business English may register for these courses as "Special Students".

LOCATION

The School of Business Administration is located on the seventh floor of the Woolworth Building, 233 Broadway. Both the B. M. T. and the I. R. T. subway systems have stations with entrance in the building, and the proximity of all the elevated railways, the Independent System, the Hudson tubes and the New Jersey and Staten Island ferries, make for ideal accessibility.

Officers of Administration

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D.
PRESIDENT OF THE UNIVERSITY

REV. THOMAS C. HUGHES, S.J.
DEAN

REV. JOSEPH T. KEATING, S.J.
TREASURER

CHRISTOPHER M. WALDORF, A.B.
BURSAR

E. VINCENT O'BRIEN, M.A.
REGISTRAR

HUGH S. O'REILLY, Ph.D., C.P.A.
CHAIRMAN, DEPARTMENT OF ACCOUNTING

THOMAS F. CALLAHAN, A.B.
ASSISTANT BURSAR

Faculty

1934-1935

EDMUND F. BOWEN, C.P.A. ..... Accounting

RAYMOND E. BURDICK, LL.B. ..... Business Law

EDMUND C. COLLINS, LL.B. ..... History

REV. WILLIAM F. CORLEY, PH.D. ..... Religion

REV. EDWARD M. CROTTY, S.J. ..... Philosophy, Religion

FRANCIS DOWNING, M.A. ..... History

PATRICK J. DOWNING, PH.D. ..... Philosophy

REV. EDWARD P. DUFFY, S.J. ..... Philosophy, Religion

HERBERT W. ELLIS, C.P.A. ..... Accounting

JAMES F. FALLON, A.B. ..... Business English

MAURICE I. HART, PH.D. ..... Economics, Government

C. MURRAY KAVANAGH, LL.B. ..... Business Law

ROBERT L. KOERNER, LL.B. ..... Business Law, Speech

REV. JOSEPH A. KOONZ, S.T.B., M.A. ..... Religion

THOMAS J. LANHEADY, B.C.S. ..... Economics

REV. CONRAD I. MCCOY, A.B. ..... Religion

JOHN T. MCSHARRY, M.A. ..... English

JOHN F. MAHONEY, B.S., C.P.A. ..... Accounting

LAWRENCE J. MANNION, A.B. ..... Latin

ARTHUR J. MANNIX, M.A., C.P.A. ..... Economics, Accounting

RAYMOND F. O'BRIEN, M.A., LL.B. ..... English, Speech

WILLIAM A. O'BRIEN, M.A., LL.B. ..... Business Law, Speech

William O'Connor, M.A. ..... Sociology

Christian Oehler M.A., C.P.A, ... Accounting

Hugh S. O'Reilly, PhD., C.P.A ..... Economics, Accounting

Rev. Joseph D. Ostermann, A.B. ..... Religion

John J. Reilly, M.A., LL.B ..... Economics

Joseph F. Rice, M.A ..... Speech, Dramatics

Emile Samra, L'es L ..... Spanish

Clifton A. Sause, C.P.A ..... Accounting, Economics

Thomas A. Scanlan, B.C.S., LL.B ..... Accounting

Joseph R. Sherlock, M.A., LL.B ..... Philosophy

D. John Spagnoli, M.A ..... French

Raymond C. Strassburger, A.B ..... Philosophy

James Vaughan, M.A., LL.B ..... Philosophy

Raymond M. Wall, M.S. ..... Science

System of Education

In attaining the end and purpose for which the School of Business Administration of Fordham University was instituted, the Jesuit system of Education has been adopted, though necessarily in modified form. This system has as its purpose the full and harmonious development of all that is distinctively human in man. To effect such a development the instruments of education employed, and which have successfully stood the test of more than three centuries, are such as are calculated to improve the memory, discipline the understanding, strengthen the will, refine the feelings, cultivate the taste and form the manners. The result of this proper development of all the human faculties with all their activities and properties is culture.

That there is an earnest demand and a serious need in the business world to-day for more men of true culture as well as of business acumen is readily admitted by all. It is the endeavor, therefore, of this department to approach, as far as its peculiar problem will permit, that degree of cultural and moral training of which it is capable. Thus while preparing the student to take his place in the business field of his choice, it endeavors to insure him, at the same time, of the proper development of both his mental and moral faculties.

As in most colleges of a professional nature, the student who enters the collegiate school of business has usually decided quite definitely upon his life's work. For such as ambition the profession of Public Accountancy, a syllabus in accounting, business economics and business law, which meets the requirements of the State, must be prescribed. For those who wish to fit themselves for a general business career or who desire training in a special field of business, the program of studies should be so arranged as

to assure them of a thorough training in the fundamental principles and methods of business procedure. Accordingly a generous portion of the schedule is necessarily devoted to purely business courses. But were the student required to devote all his time and energy to the exclusive pursuit of such courses, he could not be expected to attain to that full and harmonious development referred to above. It is true that, under careful direction and by diligent application to such courses, the student is accumulating a treasury of valuable facts and is familiarizing himself with a store of very useful business methods. Too, he is exercising his mental faculties of memory, and, in a limited sense, of understanding, and he is acquiring the necessary habit of accuracy, thoroughness and order. He is, in a word, being trained to engage successfully in the mechanics of some business organization. Yet he can hardly be said to be absorbing culture.

Some modern educators would attribute to such business courses as banking, corporation finance, business law, and even courses in statistics and accounting, a definite cultural value. It has already been noted that these business courses, if properly conducted, can be made to play some part in the training of the memory and understanding and even, in a moderate way, of the imagination. Yet it can hardly be admitted that such courses exert any considerable influence in that refinement of the powers of the understanding and expression, of the imagination and taste which are the distinguishing traits of the cultured man. The realization of this objective in education demands that only such "tools" be employed which will guarantee to all the faculties of man due attention, and that no one faculty be developed at the expense of another. An eminent Jesuit educator has stressed this point very succinctly: "If the intellect is trained at the cost of the will, the outcome is a rascal. If the imagination be fostered to the neglect of the other faculties, the product is a mild lunatic. If memory alone be strengthened, we have a machine. If the will receive all the attention, behold a fanatic or pious dolt."

Thus, to avoid the possibility of any such one-sided and disastrous development, recourse must be had to those time-proved instruments of a liberal education, the cultural subjects, and a conspicuous place alloted to them in the program of studies. The specific training derived through the careful communication and the attentive study of the Natural Sciences, Languages, History and Philosophy in the full development of the faculties of the student cannot be supplied by a multiplicity of purely business courses no matter how useful the latter may be considered in particular fields of endeavor. Due to the limited time which can be allowed to these cultural subjects in the curriculum of the collegiate school of business it is clear that only those cultural subjects can be included which are considered best suited to bring about the desired effect.

It would be a serious mistake, however, to conclude that, with well selected cultural courses supplying the deficiency of the business courses in the proper development of all the mental faculties, that the program of training for the end proposed is thereby complete and satisfactory. Too often has the most important factor in the education of young men been either entirely disregarded or given far too meagre attention, namely, that education must also aim to develop the moral and religious side of human nature.

The moral faculties of the student must indeed be given that care and attention commensurate with the dignity and the power which are theirs. The educator who would minimize the value of carefully training the moral faculties of the student is just as unintelligible as the ship-wright who would consider as superfluous the careful fashioning of the rudder and the necessity of a compass for a high-powered and beautifully lined ship. For without the guiding and controlling force of moral principles that power possessed through the perfect training of the mental faculties becomes a deadly weapon aimed against the common interests of God and man and country. "If the intellect is trained at the cost of the will, the outcome is a rascal".

Morality, therefore, must be the vital force animating the entire structure of the business student's professional and cultural training. Since right principles of morality are identified with the law of God which is indelibly engraven on the human heart and which is contained in the higher code of divine revelation, the necessity of conducting thorough courses in both Ethics and Religion is quite apparent. However, moral principles, no matter how clearly portrayed and readily understood, have of themselves no coercive power. Instruction alone is not sufficient in developing the will of the student to an unfailing adherence to moral principles. To knowledge must be added will-training. The knowledge of what is right and what is wrong must be transformed into a love of what is right and an abhorence of what is wrong, and both knowledge and love must be reduced to the constant practice of doing what is right and avoiding what is wrong. The students must be made to look on religion as something real; that it is part of their very beings and that, as such, it should enter into all their lives, coloring all their thoughts, tempering all their judgments, controlling all their actions. And so, hand in hand with the enlightenment of the intellect there must be that practical moral training of the will which is most successfully effected through the sacramental influences of religion.

The School of Business Administration, in drawing up its schedule of studies has recognized the need of complementing technical or quasi-technical business courses with carefully selected cultural courses deemed best suited to effect a well-rounded and harmonious development of all the faculties of the students entrusted to its care. Furthermore, in offering all the spiritual advantages enjoyed by students of other Jesuit colleges, it stresses the importance of thoroughly training the moral faculties of the student. Thus, with a well-balanced schedule of professional and cultural courses, surrounded by an atmosphere calculated to inculcate an appreciation of the tremendous importance of religion in both public and private life and to

strengthen the will to act in accord with the highest principles of morality, this department endeavors to train for the various fields of business activity young men who will prove to be not only competent but also upright and God-fearing. It is also convinced that it is only through a system of education such as has been here described that a graduate of a collegiate school of business can be prepared to offer effective assistance in the task of remedying permanently those disorders which are, to say the least, hampering true progress in the present business world.

RELIGIOUS TRAINING

Despite the apparent handicap of its location in the heart of the New York business center, the School of Business Administration offers to all its students the spiritual advantages enjoyed by students of other Jesuit colleges. All students are required to attend two hours of Religion weekly. Besides the Religion courses there is a three-day Retreat held annually at St. Peter's Church, Barclay Street, for both the morning and evening students. Sodality meetings conducted in Sodality Hall, located on the 8th floor of the Woolworth Building, are held weekly for both the morning and the evening students and Sodalists attend Mass and receive Holy Communion at St. Peter's Church every First Friday. Devotion in honor of the Mother of God are held daily during the month of May.

STUDENT COUNSELLOR

A priest of the Faculty is exclusively engaged in administering personally to each and every student spiritual attention and guidance. As a sympathetic friend and adviser of the student, the Student Counsellor provides for frequent conferences in order to help the student diagnose his difficulties and problems and to suggest remedial treatment. To know the student and to help him know himself, the Counsellor, in strict confidence, charts the student's progress throughout the four years of his

college life. He carefully notes his abilities, capacities, interests and outstanding traits in order to guide and encourage him in his present and future undertakings.

SCHOLARSHIP

To attain as nearly as possible to the ideal set by this department in the complete development of the mental gifts and moral qualities of those entrusted to its care, the student is expected to cooperate by earnest and persevering application to the daily assignments. The minimum amount of study outside the classroom expected and required for passing success is one hour for every scheduled lecture. At least four hours of home study for every scheduled class day are, therefore, necessary in preparing properly for the daily quizzes and frequent tests. The schedule of studies in this department is prescribed for all degree and certificate students and no student is permitted to drop or add any course in this schedule without the expressed and written permission of the Dean.

Special students are expected to fill out a change of course card in the event that permission has been granted either to drop a course for which they have already registered or to change to another course approved of by the Dean.

Students enjoy the privileges of both the University Library, which is located on the Campus, and the Manhattan Division Reference Library, located on the eighth floor of the Woolworth Building. Reference books for all courses as well as current magazines and business periodicals may be procured in the Reference Library.

Students are urged to take full advantage of the academic organizations offered in this department and every student is expected to become an active member in at least one of the academies.

Besides the scheduled classes in Speech, special opportunities are offered in the Debating Societies and in the various activities of the Dramatic Organization to develop power and

grace and ease of oral expression. Such activities play a very important part in the proper training of the prospective business man and should be regarded as such by every business student who hopes to succeed in the present business world.

ATTENDANCE

The first semester of the school year begins about September 15th; the second semester, February 1st. The morning session classes begin at 9:15 a. m., and the evening session classes begin at 6:05 p. m. It should be noted by applicants that classes begin promptly on the scheduled hour both for the morning and the evening sessions. Late-comers are not permitted to enter the classroom. Students who are not present 85% of the semester will not receive any credit for the work of the semester. "Cuts" are not allowed, but excused absences not exceeding 15% of a semester are permitted without the loss of credit for the semester. Certified excuses must be filed with the Registrar for all absences incurred and this must be done immediately upon return to classes. If in any semester a student absents himself in a subject exceeding twice the credit hours of that subject, he shall receive no credit for the course. Absence, even when excused, affects class standing and the class average is lowered by such absences. Absences on the day preceding or following a vacation or holiday will be recorded as two absences.

Students are expected to notify the office immediately of any change of address. "Change of Address" cards for this purpose may be obtained in the office of the Registrar.

WITHDRAWAL NOTICE

Students who, for any reason whatsoever, are forced to discontinue, should notify the Registrar immediately, and in writing, of their intention to withdraw. Honorable dismissal will not be granted to any one who fails to conform to this regulation.

EXAMINATIONS AND PROMOTIONS

Examinations are held in the course of each semester on the subject-matter of that semester. Examinations in the Philosophy courses of Junior and Senior years are given on the completion of individual courses. The final average is determined by the student's record for recitations, written assignments and tests during the course of the semester combined with the results of the quarterly and final examinations. Any student failing to receive a passing mark in the semester's average in any subject is considered a failure in that subject and must repeat the subject-matter. A passing grade in both the semester's average and the final examination must be attained.

Students incurring three failures will be dropped from the college register. If a student is permitted to enter an advanced class with a failure he must register for the subject which he has failed at the time he registers for the advanced classes and in the session other than that in which he is attending the advanced classes. A failure in any course repeated will debar a student from further credit. Under certain circumstances a student may repeat the entire semester taking all courses once again and such a student will be required to attain a recommendation grade in all subjects for the semester repeated or withdraw from the college without credit.

Condition examinations are held about one week after notification of the results of the final examinations. Condition examinations are allowed in a limited number of subjects.

Students who absent themselves from the final examinations may be permitted to take the condition examinations under the usual conditions and at the time of the condition examinations, provided a certified and acceptable reason for their absence from the final examinations is filed within two days of the incurred absence. Such students, however, will be granted the grade attained in the condition examinations.

Students who fail the condition examination will be expected

to repeat the course before another examination will be granted. Those absent from a condition examination are not allowed another examination but must repeat the entire course.

In the four-year day course: Freshman students who have not removed all matriculation deficiencies will not be permitted to enter Sophomore year. No student with a Freshman failure will be permitted to register for Junior year. No student will be permitted to enter the Senior year with any scholastic deficiency whatsoever.

In the six-year evening course: no student will be permitted to enter the second year until he has removed all matriculation deficiencies; no student may register for the third year until he has passed successfully all courses prescribed for the first and second years; no student may register for the fifth year until he has passed successfully all courses prescribed for the third and fourth years; no student will be permitted to enter the sixth year with any deficiency whatsoever in the work prescribed for the previous five years.

Students who have consistently low grades will be requested to withdraw.

GRADES AND REPORTS

Report cards containing the grades in each subject are mailed to the students at the close of each semester. Should parents or guardians of students in this department desire report cards mailed to them and not to the student they should inform the office.

TRANSCRIPT OF RECORD

Any student desiring a transcript of his record should be careful to note exactly the address to which he wishes the transcript mailed. Official transcripts of records are not given to the student but are mailed directly to the University or College designated. No transcript will be issued during the periods of regis-

tration, examination and commencement. No student will be recommended to professional schools who does not attain an average of 75% in all subjects.

GRADUATION

Students who have successfully completed the entire degree course as prescribed are recommended for the degree in course. This degree is conferred at Commencement at which time the student receives his diploma from the President of the University. Degrees with distinction are noted on the diploma and Commencement program. Upon the students who have completed successfully the certificate courses prescribed, a Certificate of Proficiency will be conferred by the Reverend Dean at a time designated.

The University reserves the right to withhold such degree or certificate from any student who fails to attain to the standard required by the University in moral character as well as in scholastic endeavor.

REGULATIONS

Students are held responsible for all regulations contained in this catalogue and in the Handbook of Information which every student should possess for ready reference.

Tuition and Fees

1.	Tuition, Full-time Students	$210.00
2.	Student Activities Fee	15.00
3.	Matriculation Fee	5.00
4.	Examination Fee	1.00

The charge for tuition where two subjects are taught, viz.: Accounting and Business Law, is fifty dollars ($50.00) for each semester.

Part-time students will be charged at the rate of $7.50 per semester hour for all subjects except Accounting. All fees for each semester must be paid in full at the beginning of each semester.

A University fee of $5.00, payable at the beginning of each semester, is added to part-time tuition.

Diploma Fee	$15.00
Certificate Fee	5.00
Transcript of Record Fee	1.00

Rules of the University prescribe that registration and tuition fees are payable before attendance at any lecture, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University. Students of the School of Business Administration are subject to the regulations of the Treasurer's office governing payment of tuition fees, etc., and refunds of the same.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he should file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified in writing the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will the registration, matriculation or activities fees be returned.

Requirements for Admission

APPLICATION AND ADMISSION

All students desiring to obtain admission to the School of Business Administration should present themselves at the office of the Registrar, Room 758, Woolworth Building, and fill out completely the application blank for admission. They should then immediately notify the authorities of the schools they have attended that they have made such application, requesting that an official record of their work be mailed directly to: Registrar, Fordham University, School of Business Administration, Room 758, 233 Broadway, New York City.

The application and high school record, when received, will be presented for consideration to the Faculty Committee on Admissions.

All candidates for admission, whose applications have been accepted by the Faculty Committee, will be informed by the Registrar as to the details of their registration.

MATRICULATION REQUIREMENTS

Candidates for admission to the Freshman class, or for admission with advanced standing to the upper classes, must present evidence of their graduation with diploma from a four-year course in a secondary school accredited by the Regents of the University of the State of New York. Candidates must be able to obtain certificates of good moral character and of honorable dismissal from all schools they have attended, as well as a certification by the principal of their high school that they are qualified for higher studies. It is expected that such certification will not be given to those who received a general average of less than 75% in their high school course.

The record of high school work must represent at least 15 units distributed over the usual period of years in a recognized secondary school.

A *unit,* according to the definition of the University of the State of New York, is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside the classroom.

The units offered for admission into the regular Freshman class *must* include the following subjects:

Subject	*Units*
English	3
Algebra	1
Plane Geometry or Commercial Arithmetic	1
Foreign Language	2
History	2

It is required that the applicant present an additional six units of credit for matriculation above and beyond the nine units indicated in the above schedule.

The two units in foreign language are the minimum requirement. A single year's work in each of two languages will not meet this requirement.

History should be supplemented by courses in Civics and Economics.

A unit of science may be chosen from the following group: Physics, Biology, Zoology, Chemistry and General Science. General Science and Elementary Biology can be accepted for only one unit taken together.

It is recommended that the applicant will model the credits which he is to present in satisfaction of the matriculation requirements according to the schedule above. He may, how-

ever, be allowed to present elective units from other standard high school subjects and from subjects contained on the schedule approved by the Board of Regents for commercial high schools.

Applicants who have attended other colleges must state the same on their application blank and file a transcript of their college record with the office even though no advanced credit is desired or granted. The transcript must indicate certification of honorable dismissal and is acceptable only when the same has been mailed directly from the college attended to the Registrar's Office, School of Business Administration of Fordham University. The applications of such students will not be considered by the Board of Admissions until such time as their transcripts of record have been received.

COURSES OF STUDY

The School of Business Administration offers a balanced schedule of business and cultural subjects intended for fully matriculated students registered for the degree course. The business subjects included in this course are Accounting, Business Law, Economic History, Banking, Finance, Management and Marketing. The cultural subjects include English, Political Economy, Government, History, Modern Languages, Philosophy, Sociology and Speech. This course may be completed in four years by students attending the Day Session classes. For Evening students, six years are required.

Candidates for the Certified Public Accountant examinations are expected to register for this degree course, as it complies fully with the requirements of the State in the prescribed syllabus, in the degree conferred, and in the privileges enjoyed by students who successfully complete the same.

For students who cannot meet the matriculation requirements a modified schedule of courses is offered which also includes both business and cultural subjects, reduced, however, in number and content. This schedule does not meet the requirements of

the State for Candidates for the Certified Public Accountant examinations. For the completion of this course, three years are required for the day student and five years for evening students.

Non-matriculated students not wishing to follow the prescribed schedule may register for any of the scheduled business subjects, provided they have the prerequisites for the courses desired. Such students are not permitted, however, to register for any of the cultural courses offered in this department.

DEGREE AND CERTIFICATE

Degree

The degree of Bachelor of Science in Business Administration, majoring in Accounting, is conferred on students successfully completing the four-year day course or the six-year evening course.

Certificate

The Certificate of Proficiency is granted to students successfully completing the three-year day course or the five-year evening course.

N. B. Candidates for the degree or certificate must satisfy University authorities that they have attained the standards required by the University in moral character as well as in scholastic endeavor.

Program for Degree

MORNING SESSION—FOUR-YEAR COURSE

FRESHMAN YEAR

Subject	*Hours*
Accounting 1-2	4
Accounting 11-12	4
Business Law 11-12	4
Language I-II	6
Political Econ. I-II	6
Accounting 15-16	4
Economics 31-32	4
Religion I-II	4
Total	36

SOPHOMORE YEAR

Subject	*Hours*
Accounting 21-22	4
Government I-II	4
History I-II	4
Accounting 23-24	4
Economics 41-42	4
Business Law 13-14	4
English I-II	6
Speech I-II	2
Religion III-IV	4
Total	36

JUNIOR YEAR

Subject	*Hours*
Accounting 25-26	4
Economics 71	2
Business Law 15-16	4
English III-IV	6
Economics 15-16	4
Religion V-VI	4
Accounting 37-38	4
Philosophy I-II	8
Total	36

SENIOR YEAR

Subject	*Hours*
Accounting 51-52	4
Economics 51-52	4
Religion VII-VIII	4
Accounting 33-34	4
Accounting 41-42	4
Philosophy III-IV	8
Sociology I-II	4
English V-VI	4
Total	36

Program for Degree

Evening Session—Six-Year Course

First Year

Subject	*Hours*
Accounting 1-2	4
Accounting 11-12	4
Business Law 11-12	4
Language I-II	6
Political Econ. I-II	6
Total	24

Second Year

Subject	*Hours*
Accounting 15-16	4
Economics 31-32	4
Religion I-II	4
Accounting 21-22	4
Government I-II	4
History I-II	4
Total	24

Third Year

Subject	*Hours*
Accounting 23-24	4
Economics 41-42	4
Business Law 13-14	4
English I-II	6
Speech I-II	2
Religion III-IV	4
Total	24

Fourth Year

Subject	*Hours*
Accounting 25-26	4
Economics 71	2
Business Law 15-16	4
English III-IV	6
Economics 15-16	4
Religion V-VI	4
Total	24

Fifth Year

Subject	*Hours*
Accounting 37-38	4
Philosophy I-II	8
Accounting 51-52	4
Economics 51-52	4
Religion VII-VIII	4
Total	24

Sixth Year

Subject	*Hours*
Accounting 33-34	4
Accounting 41-42	4
Philosophy III-IV	8
Sociology I-II	4
English V-VI	4
Total	24

Program for Certificate

MORNING SESSION—THREE-YEAR COURSE

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Subjects	*Hours*	*Subjects*	*Hours*	*Subjects*	*Hours*
Accounting 1-2	4	Accounting 21-22 ..	4	Accounting 25-26 ..	4
Accounting 11-12 ..	4	Government I-II ..	4	Business Law 15-16.	4
Business Law 11-12.	4	History I-II	4	Religion V-VI	4
Language I-II	6	Accounting 23-24 ..	4	Accounting 37-38 ..	4
Polit. Econ. I-II...	6	Economics 41-42 ..	4	Philosophy I-II ...	8
Accounting 15-16 ..	4	Business Law 13-14.	4	Accounting 51-52 ..	4
Economics 31-32....	4	English I-II	6	Accounting 33-34 ..	4
Religion I-II	4	Speech I-II	2	Accounting 41-42 ..	4
		Religion III-IV ...	4		
Total.....	36	Total.....	36	Total.....	36

EVENING SESSION—FIVE-YEAR COURSE

FIRST YEAR		SECOND YEAR		THIRD YEAR	
Subjects	*Hours*	*Subjects*	*Hours*	*Subjects*	*Hours*
Accounting 1-2	4	Accounting 15-16 ..	4	Accounting 23-24 ..	4
Accounting 11-12 ..	4	Economics 31-32 ..	4	Economics 41-42 ..	4
Business Law 11-12.	4	Religion I-II	4	Business Law 13-14.	4
Language I-II	6	Accounting 21-22 ..	4	English I-II	6
Polit. Econ. I-II...	6	Government I-II ..	4	Speech I-II	2
		History I-II	4	Religion III-IV ...	4
Total.....	24	Total.....	24	Total.....	24

FOURTH YEAR		FIFTH YEAR	
Subjects	*Hours*	*Subjects*	*Hours*
Accounting 25-26 ..	4	Philosophy I-II ...	8
Business Law 15-16.	4	Accounting 51-52 ..	4
Religion V-VI	4	Accounting 33-34 ..	4
Accounting 37-38 ..	4	Accounting 41-42 ..	4
Total.....	16	Total.....	20

For program of courses for "Special Students" turn to page 64 of this catalogue.

Outline of Business Courses*

DEPARTMENT OF ACCOUNTING

Accounting 1 - 2 **Two hours a week** **Both Semesters**

Bookkeeping—This course is designed for students without a previous knowledge of the subject. The principles developed are demonstrated by means of laboratory work consisting of practice sets illustrating the books of a single proprietorship, a partnership, and a corporation. The student is drilled sufficiently in recording business transactions, posting, making closing adjustments, and preparing trial balances and simple statements, to become familiar with the mechanics of account-keeping.

All students are required to take this course concurrently with, or prior to, Accounting 11 - 12.

Accounting 11 - 12 **Two hours a week** **Both Semesters**

Elements of Accounting—An introduction to the fundamental principles of accounting. Basic concepts: property, property values and the business unit; purposes and need for accounting; the fundamental equation; definitions; basic accounting statements—balance sheet, statement of profit and loss. The balance sheet: purposes; content; valuation; form; classes of assets and liabilities; proprietorship—single proprietorship, partnership, corporation; comparative balance sheet. Statement of profit and loss: purposes; content; form. The accounting system: business transactions; business papers; journals; ledgers; trial balance; statements. Business transactions: nature; types; effect on fundamental equation; business papers; recording the transactions. The ledger: content; nature. The account: na-

*See Note on Page 47.

Department of Accounting (*continued*)

ture; purposes; basic form; theory of debit and credit; account technique; classification of accounts; account titles; mixed accounts; special forms; trial balances; adjustments; closing entries. The journal: purposes; forms; sub-division—reasons, special journals. Sub-division of the ledger: reasons; subsidiary ledgers; controlling accounts. The work sheet: uses; form; preparation of statements. Partnerships: organization—original contribution, admission of partners; operation—appropriation of profits, partners salary and drawing accounts, interest on capital accounts, partners loan accounts; dissolution—simple, installment. Joint venture accounts. Accounts of consignors and consignees. The corporation: methods of recording capital stock; discount and premium on capital stock; treasury stock; bonds; surplus; dividends.

Accounting 15 - 16 **Two hours a week** **Both Semesters**

MATHEMATICS OF ACCOUNTING AND FINANCE—The purpose of this course is to familiarize the student with the various mathematical problems arising in the study and practice of Accounting and Finance. It includes during the first semester such topics as short methods of computing simple interest, commercial discounts, averages and averaging accounts, ratio and proportion, progressions, and compound interest calculations. The compound interest calculations embrace sinking funds, bond valuations, scientific amortization of bond premium and discount, etc. The second semester includes the following topics: logarithms, bond tables, special and deferred annuities, determination of effective interest rates, serial bond redemptions, bond valuations between interest dates, etc. It also includes a study of the scientific methods of calculating depreciation and depletion and various problems arising in connection with foreign exchange, building and loan associations, installment sales, etc.

Department of Accounting (*continued*)

Accounting 21 - 22 **Two hours a week** **Both Semesters**

Applied Theory of Accounts —An intermediate course in the principles of accounting. The balance sheet: content—inclusions, exclusions; valuation—general formula, formulae for the respective classes of assets, valuation for special purposes, limitations; form—account form, report form, English form, double account form, sequence of assets and liabilities, the condensed balance sheet, supporting schedules. Statement of profit and loss: relation to balance sheet; content; form—report form, account form, condensed form, supporting schedules. Composition and valuation of assets: current assets—cash, receivables, merchandise, temporary investments, accruals, deferred expense; fixed assets—machinery and equipment, buildings, land, other fixed assets, depreciation, obsolescence, depletion; intangible assets—good will, patents, trade-marks, copyrights, franchises; other assets—long term investments, funds, deferred charges; contingent assets. Liabilities: current—payables, accruals, deferred income; long term indebtedness—notes, bonds, discounts, premiums; contingent liabilities. Capital: accounts of proprietor and partners; capital stock; surplus; reserves; profits—determination, revenue and capital expenditures. Branch account: domestic branches; foreign branches. Consolidated statements: balance sheet—eliminations, on date of acquisition, after operations, consolidated good will, minority interest; statement of profit and loss—eliminations. Liquidation: statement of affairs; deficiency account; realization and liquidation account; statement of realization and liquidation.

Accounting 23 - 24 **Two hours a week** **Both Semesters**

Intermediate Accounting Problems —The application of intermediate accounting principles to the solution of selected problems illustrating typical business situations. Technique of

Department of Accounting (*continued*)

solution; analysis and interpretation of the problem; application of business practices in interpreting the problem. Use of single and double entry bookkeeping: single entry bookkeeping—methods, determination of profits, limitations, conversion of books into double entry system; double entry bookkeeping—adjustments, statements. Problems dealing with accounting phases of: the organization of the partnership—capital contributions, valuation adjustments, good will, bonus; the operation of the partnership—partners' salaries, interest on capital accounts, apportionment of profits, partners' loan accounts; the dissolution of the partnership—simple dissolution, installment dissolution, capital deficiences, partners' loan accounts; joint ventures and consignments; the organization of the corporation—classes and types of corporate stock, stock discounts and premiums, bonds, bond discounts and premiums; cash and stock dividends; bond interest and amortization of bond discounts and premiums.

Accounting 25 - 26 **Two hours a week** **Both Semesters**

COST ACCOUNTING.—This is a first course in the principles of cost accounting. It aims, during the first semester, to acquaint the student with the cost accounting of a typical manufacturing business. Among the principal topics discussed are the following: the elements of cost; the control of material, labor and expense; methods of distributing overhead; types of cost systems; control of the cost records by the general books; wage systems; and, the preparation and use of forms and reports. During the second semester advanced phases of the theory and practice of cost finding, including controversial matter, are discussed. Some of the more important topics considered are: spoiled and defective work costs, by-product costs, standard rates, use of budgets, apportionment of selling and administrative costs, estimating cost systems. Attention is given to the use of cost account-

Department of Accounting (*continued*)

ing in non-manufacturing enterprises, the managerial use of cost data, and the probable effect of the administration of the National Industrial Recovery Act on the relative importance of cost accounting and probable future tendencies. Ample laboratory material is provided, consisting of adapted problems and a set of factory accounts.

Accounting 33 - 34 **Two hours a week** **Both Semesters**

Auditing—The fundamental principles of auditing and their application in practice. The first semester is devoted to the study of the theory underlying the principles of auditing. During the second semester the student is taken through a complete audit from the first interview with the client, and prepares, under the supervision of the instructor, a complete set of working papers and a report. Auditing in general: definition; purposes; classes—the complete audit, the balance sheet audit, special investigations; the professional auditor—qualifications, legal responsibilities; professional ethics; preliminary audit arrangements with the client—purpose of the audit, work to be done, use of tests, when the work is to be done, requirements as to the report, fee to be charged, record of the engagement; general procedure—general principles of verification, how to begin the audit; preliminary work, the audit program, working papers, marks in the books, adjustments, order of procedure, contracts, certificate of incorporation, by-laws, minutes, division of work between the senior and assistants, how to close the audit, what to do after the audit. Audit of the original records: the journals—tests, footings; postings; vouchers—tests, examination. Verification of the assets: cash; notes and acceptances receivable; merchandise inventories; advance payments; uncompleted contracts; securities owned; accrued income; deferred expenses; land; buildings; machinery and equipment; construction ac-

Department of Accounting (*continued*)

count; good will; patents; trade-marks; copyrights; franchises; other assets. Verification of the liabilities and capital: notes and acceptances payable; accounts payable; dividends payable; unclaimed wages; accrued liabilities; deferred income; long term indebtedness; contingent liabilities; capital account—single proprietor, partnership; capital stock—outstanding, treasury; reserves; surplus. Verification of the operating accounts: income accounts; expense accounts. Preparation of the report: letter of presentation; the certificate; comments; statements.

Accounting 37 - 38 **Two hours a week** **Both Semesters**

ADVANCED ACCOUNTING PROBLEMS—Case studies in advanced accounting principles as applied to the solution of problems arising from complex business situations, to accounts peculiar to selected types of businesses, and to the preparation and form of special types of accounting statements. Advanced accounting problems as related to: the determination of profits; merchandise inventories; consignments; installment sales; fixed assets—depreciation, depletion, valuation accounts; intangible assets; long term indebtedness; reserves; capitalization; reorganization; liquidation; insurance; branch office accounts—domestic, foreign; parent and subsidiary company relations; consolidations and mergers; use of actuarial science— investments, long term indebtedness; use of budgets. Brief studies of the accounts and accounting practices of: banks; executors and administrators; foreign exchange dealers; governmental subdivisions; institutions; insurance companies; public utilities; receivers; stock brokers; trustees. Special types of accounting statements: comparative, consolidated, and condensed balance sheets and statements of profit and loss; supporting schedules; branch office statements; statement of the application of funds; statement of affairs; deficiency account; realization and liquida-

Department of Accounting (*continued*)

tion account; statement of realization and liquidation; charge and discharge statements; statements of governmental subdivisions; statements of the stock broker—equity statement, New York Stock Exchange questionnaire.

Accounting 41 - 42 **Two hours a week** **Both Semesters**

Taxes—A case study of the fundamental principles and practices of the Federal system of income taxation and a survey of the New York State income and franchise taxes. Historical survey of the Federal income tax: early laws—revenue derived, constitutionality; the Sixteenth Amendment; recent laws—war period, post war period, present law, relation of the income tax to the excess profits and capital stock taxes. Gross income: general concept; inclusions—compensation, forgiveness of debt, rents, royalties, dividends, gains, exchanges, reorganizations; exclusions—salaries of federal judges and state employees, income of states and political subdivisions, gifts, proceeds of insurance policies, annuities, interest on government obligations. Methods of accounting: cash; accrual. Deductions from gross income: necessary business expenses; interest on indebtedness; taxes; losses; bad debts; depreciation; obsolescence; depletion. Tax returns: when required; when taxes are payable; exemptions and credits allowed individuals against taxable income—personal, credits for dependents, earned income credit, dividends; calculation of the tax—normal tax, surtax, excess profits tax. Credits against the tax: taxes paid at source; credits for foreign taxes paid. Taxable persons in general: individuals—residents, non-resident citizens, non-resident aliens, partnerships; estates and trusts; corporations. Capital stock tax: methods of valuation; relation to excess profits tax; return—form, when required, calculation of the tax. Preparation of tax returns: forms; individuals; corporations. New York State in-

Department of Accounting (*continued*)

come and franchise taxes: individuals—income tax, when required, determination of taxable income, differences between New York State law and Federal law, calculation of the tax, residents and non-residents, preparation of returns; corporations—franchise tax, segregation of assets, methods of calculating the tax, preparation of returns.

Accounting 45 - 46 **Two hours a week** **Both Semesters**

BROKERAGE ACCOUNTING—Accounts and accounting methods peculiar to the stock broker, and the relevant principles and procedures of stock brokerage and stock exchange practice. Books of account of the stock broker; blotters; security record; customers' ledger; special accounts—failed to receive, failed to deliver, stocks borrowed, stocks loaned. Types of transactions: purchases and sales of securities; clearing house procedure; options—puts, calls, "hedges" and "straddles"; short sales; margin transactions; "call loans"; securities—cleared, non-cleared, odd lots, "over-the-counter". Statements: statement of profit and loss; equity statement; New York Stock Exchange and Curb Exchange questionnaires. Brief survey of the procedure followed in the audit of the stock broker's records. Illustration of the procedure and practices by means of a set of stock brokers accounts: opening the books; recording typical transactions; preparing statements and reports.

Accounting 51 - 52 **Two hours a week** **Both Semesters**

THE HISTORY AND PHILOSOPHY OF ACCOUNTING—The objective of this course is to develop in the student a broad and comprehensive point of view relative to the development and the nature of accounts. The various divisions of the science of Accounting, as taught in the preceding courses, are brought together into a

Department of Accounting (*continued*)

coordinated whole for study and critical evaluation. The relations of Accounting and Accounting terminology to Economics and its terminology and to the capitalistic economic organization are examined in detail. The current Accounting practice, as disclosed by corporate reports, is discussed and criticized in the light of the basic nature of the accounts, their underlying purposes, and their social implications as determined previously in the course. Numerous problems are introduced to provide ample case material to illustrate the principles examined.

DEPARTMENT OF BUSINESS LAW

Business Law 11 **Two hours a week** **First Semester**

The Origin of Law and its Development—Its place in the business world. The Courts of today and their functions. Law and Equity contrasted. Equity's development and growth.

Contracts—The parties, disabilities that bar. Offer and acceptance. Consideration; legality of purpose and subject-matter. The rights of third parties. The operation of contracts, their construction and discharge. Remedies for a breach. Contracts under Seal and specialties. The Statute of Frauds. The Statute of Limitations.

Business Law 12 **Two hours a week** **Second Semester**

Agency—A contract relationship. Its creation, the source and scope of the agent's authority. The principal's liability to third parties through the agency relationship. The undisclosed principal. The agent's liability to principal and third parties. Termination of the relationship. Special forms of agency.

Department of Business Law (*continued*)

PARTNERSHIP—A contract relationship. The Uniform Partnership Law and its effect. Relations between partners, their rights and duties. The relation of partners with third parties. Dissolution, cause and grounds. Effect of dissolution upon the partners and upon their relationship to third parties. Special partnership.

SALES—Contracts of sale. The Uniform Sales Law and its effect. Transfer of title in sales of ascertained goods. Transfer of title in contracts to sell unascertained goods; risk of loss. Transfer of title without ownership. Warranties. Rights and remedies of seller and purchaser. Negotiable documents of title.

Business Law 13 **Two hours a week** **First Semester**

CORPORATIONS—The State and the corporation. Corporate creation. Contracts of promoters. Corporate power and *ultra vires* acts. The rights and duties of officers, directors and stockholders. The rights of corporate creditors. Reorganization, mergers and dissolution.

NEGOTIABLE INSTRUMENTS—Formal requisites. The Uniform Negotiable Instruments Law. The holder in due course. His rights against the makers and endorsers. The rights of endorsers. Presentment, indorsement and dishonor. Defenses available to the various parties. Particular instruments. Discharge.

Business Law 14 **Two hours a week** **Second Semester**

INSURANCE—Origin and general principles of insurance law. Essentials of the contract. Fire, life and marine insurance. Insurable interest. Representations, concealments and warranties. Waiver and estoppel. The standard policy. Proofs of loss. Interpretation of the contract.

DECEDENT'S ESTATES—The distribution of a decedent's property

Department of Business Law (*continued*)

under a will and through intestacy. The making of a will. Revocation. Duties of executors, administrators and trustees. Transfer tax.

Business Law 15 **Two hours a week** **First Semester**

Real Property—Property and property rights classified. Estates in real property. Deeds. Mortgages. Easements, and encumberances on title. Adverse possessions. Fixtures. The law of landlord and tenant, with particular emphasis on leases, their usual covenants, and the rules governing the construction and application thereof; holdover and other tenancies, eviction, assignments and subletting, actions and summary dispossess proceedings. Contracts for the sale of real property. Brokerage claims. Building contracts. Mechanics liens. Taxes and assessments.

Bailments—Defined and classified. Distinction between bailment and sale. Rights and obligations of bailor and bailee. The law of Warehousemen. Innkeepers, their rights and liabilities.

Business Law 16 **Two hours a week** **Second Semester**

Suretyship—The contract of guaranty and surety. The obligations of principal and guarantor and surety. The operation of the contract. Discharge of parties.

Bankruptcy—The Federal Bankruptcy Act. Insolvency and bankruptcy distinguished. Acts of bankruptcy. Debts discharged. Rights and duties of trustees, receivers, referees.

Damages—The measure of damage in contract action. Elements of compensation. The duty to minimize. Liquidated damage clauses in contracts.

Evidence—The sources of evidence, and the reason for the rules. Treatment and study of the principal rules of evidence.

DEPARTMENT OF ECONOMICS

Economics 15 - 16 **Two hours a week** **Both Semesters**

ECONOMIC HISTORY—This course traces the economic development of Western Europe and the United States. The introduction includes: the sources of evidence, a general date chart, the conditioning factors, the five stages of economic development and a survey of the economic conditions in ancient Greece and Rome. Following this, a study of the agriculture, commerce and industry of ancient, medieval and modern Britain concludes the first semester. Among the important topics discussed are the following: the rise and decline of the manorial and gild systems, the introduction of a money economy, Mercantilism, the period of economic transition of the agricultural, commercial and industrial revolutions and the rise and decline of laissez-faire. The second semester embraces the American economic development. Among the important topics are: economic aspects of colonization; colonial agriculture, labor, industry and commerce; the economic causes and effects of the Revolution and of the Constitution; the westward movement; Federal finance and the tariff; the rise and decline of the American merchant marine; the development of foreign commerce; the American industrial revolution; the labor movement; development of transportation and communication; the economic phases of the civil war; the westward movement and the last frontier; the Agrarian revolution; business consolidations; the new imperialism; the economic aspects of the World War and current economic problems.

Economics 31 - 32 **Two hours a week** **Both Semesters**

PRINCIPLES OF PRIVATE FINANCE—A course in the fundamental principles of private finance. Forms of business organization: single proprietorship; partnership—general, limited; corporate; the joint-stock company; the Massachusetts Trust. General char-

Department of Economics (*continued*)

acteristics of each form; advantages and disadvantages. Corporate securities: capital stock—common, preferred, par value, without par value, cumulative, noncumulative; bonds—secured, unsecured, participating, non-participating, income; trust certificates. Promotion of business enterprises: work of the promotor; desirability of the proposed enterprise; financial plan; principles of capitalization. Marketing the securities: the investment banker; syndicates; security exchange listing; bluesky laws; Federal Securities Act. Internal operating control: general control—stockholders, directors, officers; financial control—solvency, budgets, credit maintenance, dividend policy. Expansion: motives; methods of financing; capital readjustments. Intercorporate relations: mergers; consolidations; holding companies; investment trusts; government regulations—anti-trust laws, illegal combinations and practices. Reorganization: motives; procedure; effects—owners, creditors. Liquidation: solvent—procedure, surrender of charter; insolvent—receivership, bankruptcy.

Economics 35 - 36 **Two hours a week** **Both Semesters**

Principles of Investment—This is a general course in the principles of investment. Requirements of different classes of investors: individuals; business corporations; financial institutions; other institutions; trustees. Types of securities: governmental obligations; corporate stocks and bonds—railroad, public utility, industrial, financial; the real estate mortgage; foreign securities—governmental, private. Tests of safety: private securities—history of borrowing organization, present and probable future economic condition of the industry, status of the borrower in the industry, character of the management, capital structure and financial condition, profit and dividend record, purpose of the issue; governmental—past record of good faith, general economic status, balanced budget, ratio of public debt to

Department of Economics (*continued*)

the income of the population, purpose of the issue, degree of political stability, medium of payment, taxation, security, balance of international payments in case of the obligations of a national government. Marketability: security exchange listing; non-listed securities; buying and selling procedure; distribution. Protection in reorganization: security holders' protective committees, effect of recent legislation. Sources of investment information: indices of economic conditions as reported by governmental and private agencies; reports of private investment information organizations; analysis of borrower's financial reports; investment research. During the course the principles studied are applied to test the investment ratings of selected issues.

Economics 41 - 42 **Two hours a week** **Both Semesters**

PRINCIPLES OF MONEY AND BANKING—A study of the theory and practice of money, credit and banking as integral parts of the financial system and of the general economic organization. The nature and functions of money and credit, the structure of the monetary and credit systems, their relation to banking, and the origin, development, structure, functions and operation of banking as an essential part of economic life are examined. Among the important topics studied are the following: the gold standard, monetary media in the United States, types of commercial and non-commercial banks, central banking in the United States and abroad, the relation of the security and money markets to banking, credit control and prices, and the history of banking in the United States, regulation and control, the origin, structure and operation of the Federal Reserve System, and recent developments and problems.

Department of Economics (*continued*)

Economics 45 - 46 **Two hours a week** **Both Semesters**

Principles of Credit Analysis—A study of the principles and practices of short term credit extension. The nature and functions of credit and its importance in the present economic organization. Uses of specific forms of credit: book accounts; promissory notes; drafts; the trade acceptance; letters of credit. Classes of credit: short term—bank, mercantile, retail; long term—investment. Credit of: general acceptability—bank deposit credit; limited acceptability—mercantile, retail credit. Use and types of collateral: bonds and stocks; bills of lading; warehouse receipts; trust receipts. Additional credit safeguards: indorsements; guarantees; insurance. Factors determining credit risks: character; capacity; capital. Qualifications of the credit man. Professional aspects of the work of the credit man: significance of credit extension in the promotion of general economic stability. Sources of general credit information: statistics compiled by governmental agencies; Federal Reserve Bulletin; private statistical agencies. Sources of specific credit information: commercial credit agencies; credit exchange bureaux; account histories; personal interviews; financial statements. Credit ratios derived from the balance sheet and the statement of profit and loss. The credit significance of the ratios derived. Value of statements audited and certified to by the public accountant. Limitations of the balance sheet audit. The credit investigation. Associations of credit men.

Economics 51 - 52 **Two hours a week** **Both Semesters**

Principles of Business Management—A study of the essentials of business management. Types of business activity: extractive; manufacture; commercial; financial; transportation and communication; service. Business promotion and operation distinguished. Selection of a location: manufacturing; commer-

Department of Economics (*continued*)

cial—wholesale, retail. Departmentization: general—financial, procurement, marketing, personnel, administrative; sub-departmentization—localization of control and responsibility. Types of organization for management: line; staff; functional; line and staff. Financial management: use of budgets—capital, operating, control of costs; credits and collections. Control of materials: procurement—purchasing, manufacturing; storage; inventories; marketing. Control of equipment: purchasing; maintenance; records; physical arrangement—factory, store, office. Office organization. Use of equipment in the office: general equipment; machines—type-writing, duplicating, adding, calculating, tabulating, bookkeeping. Control of labor: employment; wage systems; employee training; labor turnover; welfare activities. Cooperative activities as aids to management: buying; selling; management; trade associations.

Economics 71 - 72 **Two hours a week** **Both Semesters**

PRINCIPLES OF MARKETING—This course comprises a study of the principles and methods of marketing as applied to the domestic trade of the United States. Relation of domestic commerce to the other major business activities. Functions of marketing: buying; selling; transporting; storing; assembling; dividing; grading; standardizing; packing and packaging. Agencies of marketing: wholesale—manufacturers, wholesalers, jobbers, brokers; retail—chain store organizations, mail order houses, and other types of retail middlemen. Cooperative marketing. Commodity exchanges. Market research and forecasting: fundamentals; methods; the product; the market; cost and efficiency investigations. Marketing policies: fundamentals; the product—identification, packaging; price—discounts; trade—channels; dealers. The marketing campaign. Discussion of methods and practices in marketing selected commodities.

Department of Economics (*continued*)

Economics 75 - 76 **Two hours a week** **Both Semesters**

Trade Associations—This course presents a study of the historical development, economic significance, types, structure, operation, and legal aspects of trade associations in the United States. Historical development: beginnings; formative stage—"open price" associations; period of cooperative advertising; period of Federal trade practice conferences. Economic significance: number and size of organizations; industries and trades represented; agency of economic planning—fostering improvement in business methods and more enlightened competition. Types of trade associations: as to scope—international, national, regional, state, local; as to industries and trades—horizontal, vertical, manufacturers, wholesalers, retailers; organizations similar to trade associations—functional, service, technical. Structure of trade associations: direct membership—individuals, firms, corporations; federated—affiliated organizations; divisional organization—geographical, industrial, group; working force—staff, committees; legal forms—incorporated, non-incorporated. Financial organization: direct income—dues, service charges; indirect income—year books, convention programs, trade periodicals; control—budgets. Trade association activities: general—policy determination, specific activities, service; specific—management, trade promotion, uniform cost accounting, research, legislation. Legal aspects: anti-trust laws; court decisions.

Economics 77 - 78 **Two hours a week** **Both Semesters**

Principles of Foreign Trade—A study of the principles, promotion, methods and practices of foreign trade. Survey of the historical development of international commerce: ancient; medieval; modern. Economic importance of foreign trade: materials; markets; balance of trade. International balance of payments: commodities; invisible items; capital items; gold.

Department of Economics (*continued*)

Principal commodities of the foreign trade of the United States: imports—commodities, volume, source; exports—commodities, volume, destination. Tariff policies: prohibitive; competitive; revenue; import duties; export duties; quotas; subsidies; tariff wars; brief discussion of the tariff history of the United States. Development of foreign markets: public—agencies of the United States government, of foreign governments; private—service bureaux, trade associations, chambers of commerce, individual efforts. Foreign trading organizations: import and export departments; methods—indirect, agents, branches, foreign cartels, Webb-Pomerene associations. Ocean transportation: trade routes; facilities; packing; documents; marine insurance; customs procedure and practice. American merchant marine: rise and decline; the Jones Act. Foreign communications: postal services; cable, codes; radio. Foreign commercial law: common and code law countries; specific provision; trade-marks; disputes and arbitration. Financial aspects of foreign trade: credits—sources of information, insurance, guarantees; terms and methods of payment; foreign exchange; banking facilities; collections; foreign investments.

Economics 81 - 82 **Two hours a week** **Both Semesters**

PRINCIPLES OF ADVERTISING—A general course in the essentials of advertising. Advertising in the modern economic organization: types of advertising—competitive, educational; volume; cost; social value. Purposes of advertising: sales promotion; development and maintenance of prestige; promotion of sales stability. The ethics of advertising. Preparation of copy: classical requirements—attention, interest, desire, conviction, action; visualization of central idea; tone; approach; language; humor; slogans; adaptation to subject, audience, medium. Arrangement of copy: art; lay-outs. Printing and engraving; technique; type styles; earmarks of good composition; instructions to print-

Department of Economics (*continued*)

ers. Advertising media: newspapers; magazines; other periodicals; radio broadcasting; mail; outdoor; dealer; packages; selection of media; coverage, rates; returns. Trade-marks and trade names: identification; selection; value in and by use; protection—laws, registration, litigation. Advertising research: methods; products: uses, design; markets—extent, buyers preferences; dealers; most effective media. The advertising campaign. Advertising organizations: types; agencies—historical development, functions, organization, practice.

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*NOTE: The following courses will not be given during the academic year, 1935-1956: Accounting 45 - 46, 51 - 52; Economics 35 - 36, 45 - 46, 75 - 76, 77 - 78, 81 - 82, (Morning Session); Accounting 24, 26, 45 - 46, 51 - 52; Economics 35 - 36, 45 - 46, 75 - 76, 77 - 78, 81 - 82, (Evening Session).

Outline of Cultural Courses

ENGLISH

English I-II **Three hours a week** **Both Semesters**

PRECEPTS AND HISTORY OF ENGLISH LITERATURE—The definition of literature; emotion, imagination, thought and style in literature. The nature and province of poetry; versification; the types of poetry. The Age of Classicism; the period of Transition; first traces of the rise of Romanticism. The prose forms; the evolution of the essay with particular emphasis on the Eighteenth and Nineteenth Centuries. The Romantic Movement in English literature; the Victorian Age. Required assignments: one composition weekly; readings; three novels and selected essays, for the first semester; selected poems grouped by types, for the second semester.

English III-IV **Three hours a week** **Both Semesters**

RHETORIC AND ORATORICAL COMPOSITION—The purpose of this course is to establish sound principles of argumentation and persuasion, and through the study of oratorical masterpieces to create in the student a mode of expression that is clear, forceful and interesting. To insure constant practice, weekly written assignments are required. The following principles of oratory are discussed: preparation of material; selection of subject; formation of proposition; reading both sides; determination of issues; evaluation of evidence; order; the brief; preparation of audience; emotional preparation through the exordium; mental preparation through the narration and exposition. Rhetorical consideration of syllogism, sorites, dilemma, induc-

English (*continued*)

tion, analogy, and arguments based on the causal relation. Methods of refutation. Emotions. Adapted appeal. Appeal to higher motives. Consideration of sincerity, tact, trustworthiness of writer and speaker. Audience Psychology. Nature and kinds of style. Means of interest.

The History of English literature from Celtic and Anglo-Saxon times to the close of the Restoration period. Emphasis is placed upon the following: the nature of Anglo-Saxon verse; Beowulf; the medieval romance; the popular ballad; Chaucer; the Elizabethan prose writers; Edmund Spenser; the Essays of Francis Bacon; Selected Plays of Shakespeare; Milton's "Paradise Lost."

English V-VI **Two hours a week** **Both Semesters**

Business English—This course is especially designed to train the student to express his thoughts clearly and concisely and in accordance with the requirements of modern business. Definition of Business English and its place in the field of written expression. The two types of business writing: literature of knowledge and literature of power; the characteristics of each. The essential qualities of business writing: consideration, construction, correctness, compactness, concreteness, character and cheerfulness. Types of business letters: sales, credit, collection, adjustment, inquiries, responses, application. The Business Report: Its importance in modern business and to the modern business man. Various types of reports; sources of material; organization of data. Frequent written exercises are assigned throughout the course and each student is required to submit an original report at the completion of the course.

GOVERNMENT

Government I-II **Two hours a week** **Both Semesters**

AMERICAN GOVERNMENT—Introductory treatment of government in general: Schools of thought; forms of government. The National Government, its characteristics and powers. The position of the States. The citizen and his rights. The instrumentalities of public control; parties, popular opinion and elections. The National Government: The President; Administration; Civil Service; Congress; the Courts; Territorities and Dependencies. The State: Constitution; Executive; Legislature; Judiciary. Local Government: The County; the City and its Charter.

HISTORY

History I-II **Two hours a week** **Both Semesters**

AMERICAN HISTORY—Colonial America: Relation to England; the American Revolution; causes and effects. The Treaty of Paris; liquidations and disputes. The making of the Constitution; Ratification and the Federalist Papers. The Organization of a New Government; Economic and Social America in 1790. The Age of Hamilton and Jefferson; Mercantile and Agrarian interests. Neutrality and America. Jeffersonian Democracy and Individualism. The Supreme Court and John Marshall. The Transition Period 1815—1829; Economic and Social Development. America and Europe; the Monroe Doctrine. Jacksonian Democracy: Nullification. The Bank. Labor and Education 1825—1850. Cotton and the South. Secession and the Civil War. Reconstructing America. The Tragic Era.

LANGUAGES

Language I-II, a **Three hours a week** **Both Semesters**

Latin—Cicero, "Pro Archia", and Horace, selected "Odes". This course includes a brief review of Latin syntax, composition both prose and poetry, study of Latin Prosody in connection with "Odes" and of the poetic idiom. It stresses, however, translation into good, idiomatic English, and a literary appreciation of the Latin prose style of the classical period and of the poetic style of the Augustan age. The political and historical background of Republican Rome contrasted with that of the Empire, as shown in the respective times of Cicero and the poet Horace. Cicero, "Pro Lege Manilia" and Horace, selected "Epistles". Rhetorical analysis of Oration. A study of the various rhetorical schools of Cicero's day. Translation and literary appreciation. Cicero's orations compared with those of famous Greek orators, especially Demosthenes, and with orators of our times. Social and economic background emphasized, as shown in the Oration and particularly in the "Epistles" which are selected to demonstrate the domestic and social side of Roman life as well as the political. Style of Horace's "Epistles" contrasted with that of the "Odes".

Language I-II, b **Three hours a week** **Both Semesters**

Spanish—This course comprises: 1. Reading from the works of the representative writers of the Nineteenth Century with attention given to the character of their style and the influence they exercised on Spanish literature. 2. Conversation and composition, the aim of which is to teach the student to speak and write idiomatic Spanish. 3. Dictation and sight translation of Spanish correspondence which purposes to acquaint the student with commercial formulas.

Languages (*continued*)

Language I-II, c **Three hours a week** **Both Semesters**

FRENCH—Comprehensive review of French grammar rules with application of the rules. Formation of vocabulary through rapid reading of short stories. Reading of one modern play in verse, with a study of French versification. An introduction to the history of French literature from the Middle Ages to the French Revolution.

PHILOSOPHY

Philosophy I **Four hours a week** **First Semester**

LOGIC—Definition of Philosophy and its relation to other sciences; study of the fundamental laws of thought; the nature and classes of ideas; connotation and denotation; definition and division; predicables and categories; signs; judgments and propositions; classification of propositions; properties of propositions; opposition, equipollence and conversion; reasoning and the syllogism; law of syllogistic reasoning; figures and moods of the syllogism; method of reduction; fallacies; argumentation; induction.

EPISTEMOLOGY—The aptitude of the mind for obtaining truth. Skepticism rejected. Cartesianism, Idealism and Materialism as forms of skepticism. The objectivity of thought. Logical truth distinguished from Ontological and Moral truth. The judgment and logical truth. Certitude and its object; states of mind in respect of truth; ignorance, error, opinion, probability. Kinds of certitude. The criterion of truth; the ultimate criterion of truth; objective evidence. Relation of certitude to internal and external experience. The validity of deductive and inductive reasoning. Human testimony in relation to certitude.

Philosophy (*continued*)

Philosophy II **Four hours a week** **Second Semester**

Ontology—The notion of "being", its transcendental status; being as predicated of God and creature, of substance and accident; possible and existent being; essence and existence; accidents and essence. The transcendental attributes of being; Unity, Truth (ontological) and Goodness. Evil; private character of evil whether found in an object or an order. The Categories; substance and accidents; the objectivity of the idea of substance; the reality of transcendental and predicamental relations. Of causes, material, formal, efficient and final; efficiency of created substances; occasions and condition; the objectivity of the principle of causality. Principle of closed causality rejected.

Cosmology—Of the origin of the world; the world not self-existent. Pantheism rejected. Creation. Of the perfection of the world; cosmological optimism rejected. Relative perfection of the world. Of the laws of nature; contingent character of the laws of nature. Distinctions between scientific and philosophic principles; the possibility and knowability of miracles; purpose of miracles. Of the constituent elements of matter; theory of philosophic atomism rejected; Dynamism rejected. The hylomorphic theory.

Philosophy III **Four hours a week** **First Semester**

General Ethics—The postulates and definition of ethics. The material object; conduct. The formal object; oughtness. The absolutely ultimate extrinsic and intrinsic ends of man. Immediate end of man in this life, sc. moral goodness. Moral goodness defined and classified. The ultimate and proximate constituent objective norms of morality in man's volitional activity. Specific determinants of morality. Merit, demerit.

Philosophy (*continued*)

Law in general; kinds, attributes of law, eternal, natural; the intrinsic and extrinsic immutability of the natural law; physical, moral, positive, human, divine; its universality, its unity. Positive law; its necessity; source of its power of imposing obligation. Declarative and determinative positive law. The moral obligation of civil law; necessary conditions; its relation to the natural law. Sanction; definition; classification. The perfect sanction of the natural law. Conscience; definition; classification; correct; erroneous; doubtful; certain; morally certain. Obedience to conscience. Subjective right; natural and positive. The existence of true natural rights. Subject, matter and title of a right. Co-activity is not the essence of right. Duties, defined and classified. The relation of duty to subjective right. Conflict of rights.

INDIVIDUAL AND SOCIAL ETHICS—Duty of natural religion; indifference forbidden by natural law. Duties to self. Duties to others. Homicide; suicide; self-mutilation forbidden by natural law; abortion; homicide as means of just defense. Right to property; means of acquiring property; original title, occupancy. Society: definition; classification. Society natural to man. Social authority necessary to society. Domestic Society; conjugal: origin of conjugal society in the abstract and the concrete; parental: nature; primary and secondary purposes. Birth control. Essential properties of conjugal society; unity and indissolubility. Polgamy, polyandry. Annulment, separation, divorce. Education of children. In the natural order the right of education of children belongs to parents alone. Duties of civil and religious society in regard to education of children. Civil society; definition; primary and secondary purposes. Origin of civil society in the abstract and the concrete. Civil authority in itself derived immediately from God. The State and conscience.

Philosophy (*continued*)

Philosophy IV **Four hours a week** **Second Semester**

Fundamental Psychology—Nature, scope and methods of psychology. Life in general. Natural and accidental body-units. The natural unity of living bodies. The cell: mitosis, amitosis, meisosis, segmentation, cleavage, repair, regeneration. Functions of non-living bodies. Functions of living bodies; nutrition, growth, reproduction, sensation, intelligence. Immanence of vital activity. Definition of life. The constitution of the living body. Criteria of essential superiority in function. The ultimate constitution of the non-living body. Mechanical theories of the living body. Neo-vitalism. Vitalism. The substantial soul. The grades of life. Vegetation, sensation and intelligence. Analysis and comparison. The signs of living activity, positive and negative. The plant soul: unity, essential simplicity, integral composition, materiality, spontaneous generation. The brute soul; unity, essential simplicity, integral composition, two-fold powers, materiality, origin. The proximate principles of sensation. The external senses: organs and proper objects. The internal senses; description, function. Instinct, learning in brutes. The passions, emotions, sentiments.

Rational Psychology—Intellectual life: essential distinction between intellect and sense. Functions of intellectual life (cognitive): simple apprehension, judgment, reasoning, self-consciousness, reflex consciousness. Kant; Sensationists; Associationists; Materialists. The intellect; integral simplicity; intrinsic independence of matter. Extrinsic dependence on matter; data, normal and abnormal; proper concepts, sense experience, sleep, hypnotism, drugs, neuroses, organic lesions. The origin of ideas. Innate ideas: Plato, Descartes, Liebnitz. Ontologism, Malebranche. Occasionalism, Geulinex. Traditionalism. The Scholastic doctrine. Appetitive intellectual function. The will; integral simplicity; intrinsic independence of matter; freedom of choice; data of consciousness; teleological and moral evi-

Philosophy (*continued*)

dence. Determinism, various forms; ancient and modern. Perversions of the will; crime and insanity. The human soul; substantiality. Simplicity and spirituality. Union of body and soul. The Scholastic doctrine; Descartes' doctrine. Immortality and perpetuity of the human soul. Analytical, ethical and teleological arguments. Origin of the human soul. Origin of species: species, logical, physical and biological. Transformism, fixism; absolute and modified forms of each.

POLITICAL ECONOMY

Political Economy I-II **Three hours a week** **Both Semesters**

PRINCIPLES OF POLITICAL ECONOMY—A brief survey of Economic History and various Schools of Political Economy. Production: Factors of production. Agriculture. Division of labor and labor problems. Population and immigration. Wealth and savings. Machines, invention and discovery. Cost of production, insurance and business organization. Exchange: Value, price and price movements. Money, credit and banking. Marketing and transportation. Supply and demand. Competition and monopoly. International trade, protection and free trade. Distribution: Rent, interest and wages. Real wages and theories of wages. Profits. Personal distribution. Consumption: Wants, standards of living and unemployment. Governmental Economics: Finance, taxation and conservation. Regulation, control and ownership.

RELIGION

Religion I-II **Two hours a week** **Both Semesters**

The foundations of Catholic living. Meaning, need and place of religion in the individual. Creation and purpose. Revelations of God. Coming of Christ. Claims of Christianity.

Religion (*continued*)

Authenticity. Knowledge and love of God in the Old Testament. Knowledge and love of God in the New Testament. Personality of Christ. His character, claims and teachings. The Great Commandment. Meaning and distinguishing features of love; natural and supernatural. Existence of the law of love. Catholic moral principles. Love of God in daily conduct. Love of God in worship. Prayer, self-denial. Superstitious practices. Love of neighbor: ideals, motives and means. Corporal and spiritual works of mercy. Justice; its place in the scheme of Christ and His Church. Life and health. Formation of Catholic character.

Religion III-IV **Two hours a week** **Both Semesters**

Motives for attaining the Catholic Ideal; the future life: heaven, hell and purgatory. Man's origin; creation by God. Evolution and the Bible; Biblical inspiration. Original sin. The Trinity; the Incarnation and the Redemption. Mary, Mother of God; the Immaculate Conception and the Virgin Birth. Means of attaining the Catholic Ideal: grace, sanctifying and actual; prayer and good works; the Communion of Saints and indulgences; the Sacraments in general; the Sacramentals and devotions; Baptism and Confirmation; Penance; Holy Eucharist; Extreme Unction and Holy Orders.

Religion V-VI **Two hours a week** **Both Semesters**

The general topic treated in this course is Christ and His Church. The sub-topics include: the precepts, laws and policies of the Church with a discussion of their spirit and interpretation. The teachings and sanctifying functions of the Church; evidence for infallibility. The structure of the Church; her credentials and power of survival together with a statement of the proper relations of Church and State. Her Founder's life is

Religion (*continued*)

then reviewed with emphasis upon historical sources; a study is made of Christ's claims and credentials and the course is concluded with a presentation of the concept of Christ abiding in His Church.

Religion VII-VIII **Two hours a week** **Both Semesters**

Possibility of Divine truth. Faith. Basis of faith. Authority in faith. Divine faith. Motives, object and properties. Mystery and dogma. The supernatural life. Nature and progress in supernatural life. Difficulties of faith. Broad mindedness. The necessity of religious principles and convictions. Faith and charity. Dangers against faith. Spiritual and religious progress. Matrimony; God's part; institution, nature, contract and sacrament; laws governing marriage; natural and ecclesiastical; impediments. Mixed marriage. Ceremony of marriage. Prerequisites; time, place, parties, manner. Living in married life; rights, duties. Parents and children. Moral and religious training. Vocations; religious, married and single state of life. The Holy Sacrifice of the Mass; theological, historical and liturgical aspects.

SCIENCE

Science I-II **Three hours a week** **Both Semesters**

GENERAL SCIENCE—A general study of matter; of the transformation it undergoes, and of the energy involved in these transformations, both from the physical and the chemical point of view. The structure of matter. The elements. The states of matter and the laws governing each state. Chemistry and Physics as applied in everyday life. The newer theories of the nature of matter and energy are considered. Living matter;

Science (*continued*)

from the point of view of biology. Metabolism. Vitamins, enzymes and hormones. The aggregation of matter known as our planet, from the geological point of view. Weather and climate and associated phenomena. The aggregation of matter known as our universe, from the astronomical point of view. Comets, meteors and like astral phenomena.

SOCIOLOGY

Sociology I-II **Two hours a week** **Both Semesters**

An Introduction to Pure and Applied Sociology—Nature of social science; relation to other branches of knowledge; current theories of social causation and of society; contemporary social movements and programs, particularly the Catholic program for social reconstruction; basic sociological concepts; influence of positive conditioning factors upon society: geographic, cultural, civilizational, psycho-physical; sociological significance of the family; of the state; means and dynamics of social control; social pathology: poverty, crime, insanity and mental deficiency. Emphasis is laid throughout the course upon the concepts of Catholic thought and action.

SPEECH

Speech I-II **One hour a week** **Both Semesters**

Fundamentals of Speech for Business—A practical course in the fundamentals of speech composition and extemporaneous delivery. Particular attention to the types of business address, sales promotion, parliamentary law, and preparation and presentation of industrial reports. Regular presentation in class of model speeches with specific individual criticism.

Requirements for the Certified Public Accountant Certificate

Candidates for the Certified Public Accountant certificate are required to present evidence of a satisfactory academic education, experience in the practice of accounting both before and after passing the C. P. A. examination, and to pass the written examinations, according to the laws of the respective States.

For students in this department who are preparing themselves as candidates for the C. P. A. examinations the following excerpts from Handbook 14, issued by the University of the State of New York, may prove helpful. (The pages indicated refer to Handbook 14, June, 1934.)

1. "All correspondence relating to the details should be addressed to the Chief, Professional Examinations Bureau, State Education Department, Albany, New York." (page 3)

2. "..... *for admission* to the examination, the applicant must present evidence of having satisfactorily completed *three years' experience* in accountancy."
   To complete the requirement for a certificate *after passing the examination,* the applicant must present evidence of experience as follows *in addition to the aforesaid three years of experience*:

   either

   Two years in the office of a *certified* public accountant of this State, or a *certified* public accountant of another State, the requirements for a certificate in which are not lower than the requirements in this State,

   or

   Four years in the office of a public accountant who is qualified

by ten years of approved experience to apply for a certified public accountant certificate on examination in this State." (pages 8 and 9.)

3. "..... A graduate from a four-year course in a college or school of accountancy and business administration that is a department of a University or college and that is registered by the Department for this purpose may be given credit for *two years* of *experience* in accountancy." (pages 9 and 10)

N. B. The School of Business Administration of Fordham University (four year day course and six year evening course) is registered by the State Education Department of the University of the State of New York. (See page 25 of Handbook 14, June, 1934.)

4. "..... a student attending a college or school of accountancy and business administration and expecting to claim credit for the satisfactory completion of the course of study therein, as herein provided, and who, *during the vacation* of such college or school, *not exceeding three months in any one year*, shall gain experience in the office of a public accountant, shall be allowed credit for the experience so gained during such vacation or vacations as part of the experience required by these regulations." (page 10)

N.B. According to the privileges stated above it is possible for a student in the School of Business Administration of Fordham University to complete by the close of the summer of his Senior year a full year of experience. Thus, with the two years' experience granted in virtue of the successful completion of the course in this Department and with the one year of experience gained during the three months of every summer throughout the four-year course, the requirement of three years' experience in accountancy *before* admission to the examination will have been satisfied.

5. "Examinations for the C. P. A. certificate are held twice a year at Albany, Buffalo, New York City and Syracuse on the following dates:

1935	1936
April 30th—May 2nd	April 21st—23rd
October 29th—31st	October 27th—29th

Applications for admission to the examinations must be completed and filed with the Professional Examinations Bureau of the State Education Department three months before the examination and all evidence of professional experiences must be filed with the Department not less than three months before the examination. Forms upon which application for admission to the examination may be made will be provided, upon request, by the Professional Examinations Bureau." (pages 11 and 12)

6. "To be considered satisfactory, evidence of experience must show a complete chronological record of the time elapsed from the date the applicant left school to the date of the application *whether or not* credit is claimed for all such experience or time. The record shall be tabulated and shall show the names and addresses of all of the individuals, firms or corporations with which the applicant was connected and the exact date when his employment began and terminated. Letters testifying to experience must be written on the letterheads of the employers and duly signed and acknowledged by them. These letters must adequately describe the work done, state whether part or full-time employment and show the nature and extent of the experience. The Department does not provide forms upon which evidence of experience shall be submitted." (pages 10 and 11)

7. "1498—a The Same. Subsequent to January first, nineteen hundred and thirty-eight, every candidate for examination

for a certificate as a certified public accountant shall present evidence that he has satisfactorily completed the course of study in a college or school of accountancy registered by the department as maintaining a satisfactory standard, and that prior to the beginning of his course of study in such college or school of accountancy he satisfactorily completed a four year high school course approved for this purpose or the equivalent as determined by the commissioner of education." (page 57)

N.B. Fully matriculated students in the School of Business Administration of Fordham University who successfully complete the degree course in either the four-year day session or six-year evening session meet all the requirements specified in the above paragraph and are recognized as so doing by the University of the State of New York.

Program of Courses for Special Students

Special students may register for the following business courses without college credit. A detailed description of the courses listed below will be found on pages 29 to 47 of this catalogue.

Courses must not be taken out of the sequence of prerequisites, as listed in the catalogue, without the written permission of the University authorities. Such permission will be granted only to those students who, by virtue of exceptional business experience, can carry on the work of an advanced class.

Registration of special students takes place in Room 717, from 5 P. M. to 7 P. M., on the following days:

First semester—1935-1936: September 12-13-16-17-18.
Second semester—1935-1936: January 29-30-31, February 3-4.

Before registering, the catalogue should be consulted carefully in order to determine the exact courses to be taken.

When registering, the "Special Business" registration card, provided in Room 717, should be filled out completely and then deposited with the School officer in charge of registration.

The time schedule and class-room assignments for special student courses are posted on the Students' Bulletin Board.

The payment of all fees should be made to the Bursar, Room 740, before the first regularly scheduled class.

If it is necessary, for a serious and acceptable reason, to make a partial change in program, either by adding another course to the program or dropping a course from the program, a "Change of Course Card" must be filled out and approved by the office.

If a special student wishes to withdraw completely from the

School of Business Administration he is expected to conform to the regulations regarding "withdrawal" as listed on page 16 of this catalogue.

The courses offered to special students in the departments of Accounting, Business Law, Economics and English are as follows:

DEPARTMENT OF ACCOUNTING

Accounting 1 - 2.—Bookkeeping.

All students are required to take this course concurrently with, or prior to, Accounting 11 - 12.

Two hours a week, two semesters.

Morning Session: September to June. Repeated February to September.

Evening Session: September to June. Repeated February to September.

Accounting 11 - 12.—Elements of Accounting.

Prerequisites: Accounting 1 - 2 must be taken with, or prior to, Accounting 11 - 12, as described under Accounting 1 - 2.

Two hours a week, two semesters.

Morning Session: September to June. Repeated February to September.

Evening Session: September to June. Repeated February to September.

Accounting 15 - 16.—Mathematics of Accounting and Finance.

Prerequisites: Same as Accounting 11 - 12.

Two hours a week, two semesters.

Morning Session: September to June. Repeated February to September.
Evening Session: September to June.

ACCOUNTING 21 - 22.—Applied Theory of Accounts.
Prerequisites: Accounting 11 - 12 and 15 - 16.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June.

ACCOUNTING 23 - 24.—Intermediate Accounting Problems.

Prerequisites: Accounting 11 - 12 and 21 - 22.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: Accounting 23, September to January. Accounting 24 not given in Evening Session, 1935-1936.

ACCOUNTING 25 - 26.—Cost Accounting.

Prerequisites: Accounting 11 - 12, 21 - 22, and 23 - 24
Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: Accounting 25, September to January. Repeated February to June. Accounting 26, not given in Evening Session, 1935-1936.

ACCOUNTING 33 - 34.—Auditing.

Prerequisites: Accounting 11 - 12, 21 - 22, 23 - 24, 25 - 26 and 37 - 38. A limited number of students without these

prerequisites may be admitted with the approval of the instructor.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June. Accounting 33 repeated February to June.

Accounting 37 - 38.—Advanced Accounting Problems.

Prerequisites: Accounting 11 - 12, 21 - 22, 23 - 24, and concurrently, 25 - 26. A limited number of students without these prerequisites may be admitted with the approval of the instructor.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June. Accounting 38 repeated February to June.

Accounting 41 - 42.—Taxes.

Prerequisites: Accounting 11 - 12, and 21 - 22. A limited number of students without these prerequisites may be admitted with the approval of the instructor.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June.

Accounting 45 - 46.—Brokerage Accounting.

Prerequisites: Accounting 11 - 12.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

ACCOUNTING 51 - 52.—The History and Philosophy of Accounts.

Prerequisites: Accounting 11 - 12, 23 - 24, 25 - 26, 37 - 38, and Political Economy I-II and Economics 31 -32, and Law 11, 12, 13, 14, 15, 16.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

DEPARTMENT OF BUSINESS LAW

BUSINESS LAW 11.—Contracts.

Two hours a week, one semester.

Morning Session: September to January. Repeated February to June.
Evening Session: September to January. Repeated February to June.

BUSINESS LAW 12.—Agency, Partnership, Sales.

Two hours a week, one semester.

Morning Session: February to June. Repeated June to September.
Evening Session: February to June. Repeated June to September.

BUSINESS LAW 13.—Corporation, Negotiable Instruments.

Two hours a week, one semester.

Morning Session: September to January.
Evening Session: September to January.

Business Law 14.—Insurance, Decedent's Estates.

Two hours a week, one semester.

Morning Session: February to June.

Evening Session: September to January. Repeated February to June.

Business Law 15.—Real Property, Bailments.

Two hours a week, one semester.

Morning Session: September to January.

Evening Session: September to January. Repeated February to June.

Business Law 16.—Suretyship, Bankruptcy, Damages, Evidence.

Two hours a week, one semester.

Morning Session: February to June.

Evening Session: September to January. Repeated February to June.

DEPARTMENT OF ECONOMICS

Political Economy I - II—Principles of Political Economy. (Cf. Catalogue, Page 56.)

Three hours a week, two semesters.

Morning Session: September to June. Repeated February to September.

Evening Session: September to June. Repeated February to September.

Economics 15 - 16.—Economic History.

Prerequisite: Political Economy 1 - II.

Two hours a week, two semesters.

Morning Session: September to June.

Evening Session: September to June.

ECONOMICS 31 - 32.—Principles of Private Finance.

Prerequisite: Political Economy I - II.

Two hours a week, two semesters.
Morning Session: September to June.
Evening Session: September to June.

ECONOMICS 35 - 36.—Principles of Investment.

Prerequisite: Political Economy I - II.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

ECONOMICS 41 - 42.—Principles of Money and Banking.

Prerequisite: Political Economy I - II.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June.

ECONOMICS 45 - 46.—Principles of Credit Analysis.

Prerequisites: Accounting 11 - 12, 15 - 16, and Political Economy, I - II.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

ECONOMICS 51 - 52.—Principles of Business Management.

Prerequisite: Political Economy I - II.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June.

Economics 71 - 72.—Principles of Marketing.

Prerequisite: Political Economy I - II.

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June.

Economics 75 - 76.—Trade Associations.

Prerequisite: Political Economy I - II.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

Economics 77 - 78.—Principles of Foreign Trade.

Prerequisites: Political Economy I - II and Economics 71 - 72.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

Economics 81 - 82.—Principles of Advertising.

Prerequisites: Political Economy I - II and Economics 71 - 72.

Two hours a week, two semesters.

Morning Session: Not given 1935-1936.
Evening Session: Not given 1935-1936.

DEPARTMENT OF ENGLISH

English V - VI—Business English. (Cf. Catalogue, Page 49).

Two hours a week, two semesters.

Morning Session: September to June.
Evening Session: September to June.

Organizations

THE SODALITY OF OUR LADY

The purpose of the Sodality of Our Lady is to develop within the individual lives of its select membership a special fervor of Catholic life. This is accomplished through devotion to the Mother of God and to Her Son. It aims at the fullness of Catholic life, striving to cultivate the interior life after the fashion of Christ and His Mother, and uniting Catholic virtue with Catholic action. Regular weekly meetings, following a definite and systematic program of spiritual and temporal action, are held in the Sodality Hall. Seminars on important timely topics are conducted; occasional meetings are held in Saint Peter's Chapel on Barclay Street.

Faculty Moderator—Rev. Joseph A. Koonz, S.T.B., M.A.

OFFICERS—1934-1935

SODALITY OF THE IMMACULATE CONCEPTION

(For students of the morning session)

Prefect.....James Collins, '35
1st Vice-Prefect.....Thomas Medaglia, '35
2nd Vice-Prefect .....James White, '35
Secretary .....Edward Mullane, '35
Treasurer .....Charles Meyer, '35
Sacristan .....Peter Purchia, '37

The Sodality of Our Lady (*continued*)

Sodality of Our Lady of the Blessed Sacrament

(For students of the evening session)

Prefect .....Francis J. Crosson, '35
1st Vice-Prefect .....George Dorney, '35
2nd Vice-Prefect .....James Copleston, '36
Secretary .....William Doherty, '36
Treasurer .....Joseph McDonald, '36
Sacristan .....Norbert Gessner, '37

THE ANNUAL RETREAT

During the latter part of October of each year classes are suspended for three days, during which time a Father of the Society of Jesus conducts the Students' Retreat in Saint Peter's Chapel, Barclay Street. The exercises for the morning session take place between 9:00 a. m. and 12:30 p. m. and for the evening session between 6:05 p. m. and 9:35 p. m.

THE STUDENT COUNCIL

The Student Council is composed of the presidents of the classes of Fordham College, Manhattan Division, and the School of Business. The Council serves as a medium of contact and information among the students, and uses its influence for the fostering of activities, for the general welfare of existing academies and clubs, and for the encouragement of efforts to form new ones. It is also the purpose of the Council to promote school spirit, and to give in its meetings an opportunity for the representatives of the several classes to express the views of their classmen on matters affecting the interests of the students.

Faculty Moderator—Patrick J. Downing, Ph.D.

The Student Council (*continued*)

OFFICERS—1934-1935

President .....John P. Kelly, '35
Secretary .....Horace N. Sharrow, '37
Treasurer .....Oliver G. Kennedy, '38

MEMBERS—1934-1935

Thomas Kennedy, '35
Edward Ledden, '35
Arthur McElroy, '35
William Doherty, '36
Thomas J. Miller, '36
William Quinn, '36
Carl Rubino, '36
N. J. Gessner, '37
John Larmour, '37
Peter Purchia, '37
George Wallace, '37
Charles X. Wetzel, '37
H. Gerard Crawford, '38
D. W. Kelly, '38

THE MULRY COUNCIL OF DEBATE

The Mulry Council of Debate, an organization composed of students drawn from the Senior, Junior and Sophomore classes, meets weekly for the purpose of engaging in forensic discussion of current problems. It aims to familiarize the student with the practical workings of Parliamentary Law and to cultivate an ease and readiness in public discussion.

To engender interest inter-collegiate debates are arranged with institutions in the metropolitan area and a prize debate is held at the close of the school year.

Faculty Moderator—Raymond F. O'Brien, M.A., LL.B.

OFFICERS—1934-1935

President .....Arthur McElroy, '35
Secretary .....Lawrence Gross, '36
Chairman of Contest Committee..William McPhee, '36

THE TERENCE J. SHEALY, S.J., DEBATING SOCIETY

This Society was organized to afford the upper class-men of the evening session the opportunity of perfecting themselves in the art of public discussion. Formal debates on questions of the day are presented weekly.

Faculty Moderator—William A. O'Brien, M.A., LL.B.

Officers—1934-1935

President .....Joseph Duffy, '35
Vice-President .....Victor Orlando, '35
Secretary .....Gerald Fonda, '35

THE AUGUSTUS J. THEBAUD, S.J., DEBATING SOCIETY AND THE JOHN HENRY CARDINAL NEWMAN DEBATING SOCIETY

The Augustus J. Thebaud, S.J., Debating Society is comprised of students of Freshman and Sophomore evening classes.

The John Henry Cardinal Newman Debating Society is comprised of students of the Freshman class, morning session.

The purpose and activities of both societies are identical: to accustom the members, by means of literary discussion and formal debates, to speak with fluency and ease and to afford them an opportunity of acquiring a knowledge of useful and timely subjects. Together with this, experience is gained in parliamentary procedure and order, and in the art of formal debate.

The John Henry Cardinal Newman Debating Society

Faculty Moderator—Robert L. Koerner, LL.B.

The John Henry Cardinal Newman Debating Society
(*continued*)

OFFICERS—1934-1935

President .....Leo O'Mealia, '38
Vice-President .....Gerard McGuirk, '38
Secretary .....Richard McCune, '38
Treasurer .....Gerard Crawford, '38

THE AUGUSTUS J. THEBAUD, S.J., DEBATING SOCIETY

Faculty Moderator—William A. O'Brien, M.A., LL.B.

OFFICERS—1934-1935

President .....Edward Doyle, '37
Vice-President .....William Callahan, '37
Secretary .....Arthur Sullivan, '38
Treasurer .....Quentin De Fazio, '37

THE "FORDHAM FRIARS"

The "Fordham Friars" is the dramatic organization of Fordham College, Manhattan Division, and the School of Business Administration. It is devoted to the encouragement and promotion of drama in all of its phases and aims to develop both general appreciation and individual skill in the various fields of play production. A full schedule of one-act plays, and several other programs, including a three-act play, are presented each year.

Faculty Moderator—Joseph F. Rice, M.A.

OFFICERS—1934-1935

President .....John Larmour, '37
Vice-President .....Horace Sharrow, '37
Secretary .....James McNerney, '36

THE BELLARMINE CLUB

The Bellarmine Club is an organization for students of the Sophomore Class who find the field of Political Science of particular interest. The purpose of the Club is to stimulate initiative on the part of the individual member, to introduce him to the realities which exist apart from the subject matter treatment of the classroom. It is also intended to be of special assistance to those who may have an inclination to enter the field of government or political activity.

Faculty Moderator—Maurice I. Hart, Ph.D.

Officers—1934-1935

President .....Vincent Baniszewski, '37
Vice-President .....Timothy Costello, '37
Secretary .....Edward Tierney, '37

THE PETAVIUS ACADEMY

The Petavius Academy was founded to afford Sophomore students, especially interested in history, the opportunity of developing a more mature mental attitude towards the subject, to bring to their knowledge ages and personalities not included in the classroom lectures, and to acquaint them with the sources of historical knowledge and the discipline of research.

Faculty Moderator—Francis Downing, M.A.

Officers—1934-1935

President .....Timothy Costello, '37
Vice-President .....Eugene Galvin, '37
Secretary .....John Powers, '37

LE CERCLE COLOMBIERE

Le Cercle Colombiérè was founded to enable students of the Freshman class to come in contact with spoken French and to acquaint them with the various phases of French history, culture and customs.

At each meeting the Moderator gives a short talk in French. Members are required to contribute reports on subjects announced for discussion. Whenever possible, arrangements are made by the Moderator for attendance of the Academy in a body at lectures, plays or motion pictures in French.

Faculty Moderator—D. J. Spagnoli, M.A.

THE RICCI SCIENCE CLUB

The purpose of this organization is to promote and foster a liking for science, to awaken and stimulate interest in modern scientific knowledge especially from a philosophical point of view, and to give the members opportunities to impart to an audience information of such a nature.

Every student in the School of Business Administration attending a course in any branch of science, is eligible for membership in this organization.

Faculty Co-Moderators—Leo K. Yanowski, M. S., Ph.D.
Raymond M. Wall, M. S.

OFFICERS—1934-1935

President .....Victor Ales, '35
Vice-President .....Mario DeSerio, '36
Secretary .....Raymond Helenek, '36

THE LOYOLA BUSINESS CLUB

The purpose of the Loyola Business Club is to stimulate and foster an interest in business affairs and practice.

Membership in the Club is open to all full time students in the School of Business. At the regular meetings, which are held bi-weekly, papers on assigned topics of current interest are read by members, after which the subjects are open for discussion by the members at large.

From time to time, guest speakers, prominent in various lines of endeavor, address the Club either on the operation and functions of the institutions in their respective fields or upon some phase of current business activity. The addresses and discussions are supplemented by visits to centers of business interest where actual operations of the institutions may be observed.

Faculty Moderator—Clifton A. Sause, C.P.A.

Officers—1934-1935

President .....John C. Lynch, '35
Vice-President .....Gerard A. Schilling, '35
Treasurer .....William E. Quinn, '36
Secretary .....William S. Molloy, '36
Assistant Secretary .....John F. Hennessey, '37

THE ARIES

"Aries," the Year Book, published each Spring by the members of the Senior classes of Fordham College, Manhattan Division, and the School of Business Administration, was founded to record permanently the student activities of each year as well as to provide departing Seniors with a lasting memorial of the class-mates, friends and activities of their college days.

The Aries (*continued*)

The staff is represented by members of every class in both Departments with a Senior class board in charge.

The "Aries" affords a means of expression for student art work, journalism and literary efforts.

Faculty Moderator—Thomas J. McLaughlin, Jr., B.S.

OFFICERS—1934-1935

Editor-in-Chief.....Fred P. Doyle, '35
Business Manager .....Peter F. Ratigan, '35
Literary Editor .....Joseph Belvedere, '35
Circulation Manager.....Francis A. Peters, '35
Advertising Manager.....Joseph R. Duffy, '35

THE ATHLETIC ASSOCIATION

The object of this Association is to promote the athletic interests of the University and to discuss and determine matters of management pertaining to the welfare of collegiate and intercollegiate sports.

Students in the undergraduate departments of the Manhattan Division of the University are eligible for membership in this Association.

ALUMNI ASSOCIATION

The Fordham University Alumni Association aims to keep up after College days are over the loyalty and friendships made at Alma Mater. Two meetings are held annually, and before Lent an Alumni dinner is arranged at one of the well-known New York hotels. Alumni Day, usually the day before the baccalau-

Alumni Association (*continued*)

reate serviees, was begun a few years ago and has been increasing in popularity ever sinee. It is the beginning of the bond between the graduates and the older alumni. Graduates of the Sehool of Business Administration are eligible for membership in this association.

FORDHAM UNIVERSITY CLUB

The Fordham University Club, founded in 1926, has done mueh to keep alive the alumni spirit. The elub rooms at 22 East 38th Street, New York City, where members ean drop in for an evening, meet old friends and make new ones, the various soeial events eulminating in the Fordham Bloek "F" Dinner, are features which should be suffieient to make every Fordham graduate a member. Graduates of the Sehool of Business Administration are eligible for membership in this Club.

Library Facilities

The facilities of the University library, located on the campus of Fordham University, 190th Street at Third Avenue, Bronx, New York, are extended to the students of the Manhattan Division.

The Manhattan Division offers to its students the use of a fully equipped and well furnished Reference Library, ideally located on the eighth floor of the Woolworth Building and occupying the entire southwest corner. The Reference Library is used exclusively for reference and research work and is calculated to be of valuable assistance to students in preparing class assignments.

Library hours are:

9:00 A. M. to 9:00 P. M. (Monday to Friday).

9:00 A. M. to 5:00 P. M. (Saturday).

THE BOOK STORE

The Fordham University, Manhattan Division, Book Store is located on the eighth floor of the Woolworth Building. The Book Store has been established for the convenience of the students desiring to procure the assigned class text books. It is open during the following hours:

Week days:	9:00 A. M. to 11:30 A.M.
	5:00 P. M. to 7:00 P. M.
Saturdays:	12:35 P. M. to 1:15 P. M.

Honors and Awards

Honors in the graduating class:

Students attaining a general average of 90% or over for the four years of their college course receive the following honors:

90 to 92%.....Cum laude
93 to 95%.....Magna cum laude
over 95%.....Summa cum laude

Undergraduates—1933-1934

A gold medal is awarded to the student of each class obtaining the highest average, over 90%, in his grades for the entire year. Students attaining a yearly average from 85% to 90% are entitled to honorable mention.

Junior Business

Gold Medal

Edward Ledden

Honorable Mention

Lawrence Baldwin
Thomas Smith
William Szypling*
William Whittaker

Freshman Business

Honorable Mention

Francis Hehnlein
John Hennessy
Francis Wetzel

*Died Sept. 5, 1934—R.I.P.

Scholarships

COMPETITIVE SCHOLARSHIPS

The Board of Trustees of Fordham University has established in the department of the School of Business Administration, a full scholarship, to be offered annually to the high school graduate who receives the highest average in the competitive scholarship examinations held at the close of the scholastic year. This scholarship is valued at $875.00 and entitles the winner to the complete four-year course in the morning session or six-year course in the evening session in the School of Business Administration. It does not include however any of the fees added to the usual tuition fees, nor does it include text-books, etc. Moreover, the University reserves the right to revoke the scholarship in the event that the conditions under which it has been awarded are not properly honored, or for any other reason that the University authorities consider sufficiently cogent to take such action. Scholarship students must maintain a general average of 80% throughout the course. Eligibility for the competitive scholarship examinations requires that the candidate:

1. be a graduate of a recognized high school;

2. be rated in the upper third of his high school graduating class;

3. present to the Registrar the Certification Card, printed and distributed by Fordham University, duly signed by the High School Principal and certifying to the class standing of the candidate.

Candidates for the competitive scholarship examinations should address their requests to:

The Registrar,
Fordham University,
School of Business Administration,
Woolworth Building, Room 758,
New York, N. Y.

Library Scholarships

The recipients of the Library Scholarships are selected by University authorities from the existing student body and on the basis of the student's previous scholastic record in the department. These scholarships are for one year's duration and are granted in return for part time service in the Manhattan Division Reference Library. Students who are awarded the Library Scholarship must continue to maintain a general scholastic average of at least 80%. Futhermore, the University authorities reserve the right to revoke the Library Scholarship should the conditions under which the scholarship has been granted be violated or for any other reason considered sufficiently cogent to take such action. All requests for the Library Scholarship should be made in writing to the Dean.

FORDHAM UNIVERSITY
LIBRARY
NEW YORK

TP-4M-5-35

FORDHAM UNIVERSITY

ANNOUNCEMENT OF COURSES

TEACHERS COLLEGE

1935-1936

THE FORDHAM UNIVERSITY PRESS
233 BROADWAY NEW YORK, N. Y.
FALL 1935

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1935

JULY

Su	Mo	Tu	W	Th	Fr	Sa
..	1	2	3	*(4)*	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..
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AUGUST

..	..	..	..	1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31
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SEPTEMBER

1	*(2)*	3	4	5	6	7
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OCTOBER

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NOVEMBER

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DECEMBER

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1936

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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31	..	..	..	..	..	..

JUNE

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JULY

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AUGUST

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23	24	25	26	27	28	29
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SEPTEMBER

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OCTOBER

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25	26	27	28	29	30	31
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NOVEMBER

1	2	*(3)*	4	5	6	7
8	9	10	*(11)*	12	13	14
15	16	17	18	19	20	21
22	23	24	25	*(26)*	27	28
29	30	..	..	..	..	..
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DECEMBER

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	*(25)*	26
27	28	29	30	31	..	..
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ACADEMIC CALENDAR

1935 - 1936

1935

Sept. 19–25.....Registration.

Sept. 25.....An additional fee of $5.00 will be charged for registration after this date.

No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Sept. 26.....Classes begin. First semester.

Oct. 5.....Last day for payment of first semester fees.

Oct. 12.....Holiday—no classes.

Nov. 1.....Holyday—no classes.

Nov. 5.....Holiday—no classes.

Nov. 11.....Holiday—no classes.

Nov. 27.....Thanksgiving recess begins after classes on Wednesday.

Dec. 2.....Classes resumed.

Dec. 21.....Christmas recess begins after classes on Saturday.

1936

Jan. 3.....Classes resumed.

Jan. 22–28.....Examinations—first semester.

Jan. 25–31.....Registration for the second semester.

Jan. 31.....An additional fee of $5.00 will be charged for registration after this date.

No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Feb. 1.....Classes begin. Second semester.

Feb. 9.....Last day for payment of second semester fees.

Feb. 12.....Holiday—no classes.

Feb. 22.....Holiday—no classes.

Mar. 7.....Re-examinations for first semester.

Apr. 1.....Last day for filing dissertations for June graduation.

Apr. 9.....Easter recess begins after Wednesday classes.

Apr. 21.....Classes resumed.

May 23–29.....Examinations—second semester.

June 10.....Commencement.

June 13.....Re-examinations for second semester.

OFFICERS OF ADMINISTRATION

Very Rev. Aloysius J. Hogan, S.J., Ph.D.
PRESIDENT OF THE UNIVERSITY

Rev. Joseph A. Lennon, S.J.
DEAN, TEACHERS COLLEGE

Rev. Joseph T. Keating, S.J.
TREASURER

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BURSAR

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ASSISTANT REGISTRAR, TEACHERS COLLEGE

Rev. Leo I. Hargadon, S.J.
LIBRARIAN OF THE UNIVERSITY

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Rev. William R. Kelly, M.A.
Joachim Scoppa, M.A.
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John Redden, Ph.D.
Eugene B. Riley, M.A.

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John Redden, Ph.D.
Joseph F. Moriarty, M.A., LL.B.

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William P. Finley, Ph.D.
Rev. William R. Kelly, M.A.
Mother St. Egbert, C.N.D., Ph.D.
Mary M. Waldorf, Ph.D.

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Walter A. Hynes, Sc.D. . . . . *Chemistry*

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HELEN M. LANE, M.A. . . . . *Spanish*
WILLIAM J. LEEN, M.A. . . . . *Political Philosophy*
ELIZABETH LEONARD . . . . . *Education*
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JAMES MCCORMACK, M.A. . . . . *Education*
MARY T. MCGRATH, M.A. . . . . *English*
EDWARD J. MCNALLY . . . . . *Education*
HARRY MCNEILL, Ph.D., Ag. . . . . *Psychology*
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JOSEPH F. MORIARTY, M.A. . . . . *English*
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WALTER J. MULLIN, J.S.D. . . . . *Education*
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MARY M. O'BRIEN, M.A. . . . . *Speech*
JOHN M. PITTARO, M.A. . . . . *Education*
LOUIS J. POTTS, Ph.D., LL.M. . . . *Political Philosophy*
REV. FRANCIS W. POWER, S.J. . . . . *Chemistry*
JOHN REDDEN, Ph.D. . . . . *Education*
WILLIAM R. REDDEN, M.D. . . . . *Education*
ALFRED REMY, M.A. . . . . *German*
EUGENE B. RILEY, M.A. . . . . *Education*
EDWARD A. ROBINSON, M.A. . . . . *Greek, Latin*
WALTER F. ROBINSON, Ph.D. . . . . *Education*
EMIL SAMRA, L.ésL. . . . . *French*
JOHN J. SAVAGE, Ph.D. . . . . *Latin*
JOHN H. SCHIESWOHL, Ph.D. . . . . *English*

Joachim R. Scoppa, M.A. . . . . *Education*
William T. Shields, B.Sc. . . . . *Mathematics*
Rev. Martin J. Scott, S.J. . . . . *Religion*
Rev. Martin J. Smith, S.J. . . . . *Education*
D. J. Spagnoli, M.A. . . . . *French*
Rev. Joseph Strugnell . . . . . *Education*
Rev. Walter G. Summers, S.J. . . . . *Psychology*
Alfred A. Tausk, M.A. . . . . *German*
Rev. Edward J. Tobin . . . . . *Religion*
Vica F. Waldron . . . . . *Psychology*
John V. Walsh, M.A. . . . . *History*
Frank D. Whalen, Ph.D. . . . . *Education*
William R. White, Jr., A.B. . . . . *Philosophy*
Max S. Wilkes, M.A. . . . . *Art*
Leo K. Yanowski, Ph.D. . . . . *Chemistry*

TEACHERS COLLEGE

Location

Courses are given in the Woolworth Building, 233 Broadway, and at the Campus, Fordham Road and Third Avenue. All laboratory work in the Physical Sciences is done at the Campus.

Extension Centers are conducted at P. S. 11, Bergen Square, Jersey City; St. Vincent Academy, 226 West Market Street, Newark, and at Notre Dame College, Grymes Hill, Staten Island.

Admission

The following classes of students, both men and women, may be admitted to Teachers College:

1. High School graduates who have successfully completed the regular requirements for college entrance.

2. Candidates who have not fully completed the requirements for admission, but who are regarded as qualified to pursue college work successfully, may, for weighty reasons, be admitted conditionally. No general rule will be stated for such admission, but each case will be treated individually on its merits. The Registrar will be glad to advise such candidates concerning their admission. In all cases, a candidate admitted with deficiencies must remove such deficiencies within a year.

3. Teachers in Service who wish to take alertness courses or further professional work in preparation for higher licenses.

4. College graduates who need further professional work to qualify for teacher certification in the elementary and secondary schools.

5. Students who wish to make up requirements which they lack for admission to Law School, Medical School, Dental School, etc.

6. A limited number of adults who do not wish to matriculate for any degree, but who are interested in their own further cultural development.

Matriculation

Candidates for a degree must observe the following procedure:

1. They must fill out an application blank which will be furnished by the Registrar's office.

2. They must file with the Registrar of Teachers College an official transcript of record from all high schools which they have attended. The Registrar's office will furnish blanks for this purpose.

3. If they wish admission to advanced standing, they must file with the Registrar of Teachers College an official transcript (not students' report cards) of all courses for which they seek credit.

4. If the Committee on Admissions passes favorably on the applicant's credentials, the applicant will be given a program booklet containing an outline of the courses which must be taken for a degree.

General Entrance Requirements

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside of the classroom.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

English (four years)	3 units
Mathematics—Elementary Algebra and Plane Geometry	2 units
History, Economics or Civics	2 units
Foreign Language (two years)	2 units
Elective units, three of which must be cultural	6 units

The units must be so distributed that three units will be offered from one of the following groups:

Classical Languages	Mathematics
Modern Languages other than English	Science
History, Civics, Economics	

The three units beyond the twelve required cultural units may be elected from any major subject for which the high school allows credit.

Registration

General registration for all courses may be completed at the downtown offices of Teachers College, 8th floor, 233 Broadway, New York City. Students may register for courses offered in the various centers, maintained under the direction of the University, at center headquarters. Registration should be completed within the days assigned.

Checks should be made payable to Fordham University.

Requirements for B.S. Degree

Apologetics	8
Economics	4
English	14
History	12
Modern Language	8
Philosophy	32
Public Speaking	2
Science	16
*Electives	34
	130

Requirements for B.S. in Education

GROUP I

Cultural Subjects

Economics	4
English	12
History	8
Modern Language	6
Logic	2
Theories of Knowledge	4
Metaphysics	2
Psychology	4
Ethics	4
Natural Theology	2
Religion	8
Science	6
*Electives	26
	88

GROUP II

Secondary Education

History	4
Philosophy	2
Principles	2
Methods and Problems	2
Measurements	4
Psychology	4
Methods (Special)	2–4
Observation and Practice	2–6
Voice and Diction	4
Physiology and Hygiene	4
**Electives	10–4
	40

* Electives in the Cultural group are to be chosen, with the advice and consent of the Dean, from the student's major and minor fields.

** Electives in the Educational group are to be chosen, with the advice and consent of the Dean, from the following:

1. Psychology, Philosophy or Principles of Education, *e.g.*, Educational Measurements, Science of Education, Psychiatry, Mental Hygiene, Child Development and Inheritance, Formative Principles of Character, etc.
2. History and Methods of Education.
3. School Management and Administration.
4. Supervised Observation and Practice Teaching.

GROUP III

ELEMENTARY EDUCATION

History	4
Philosophy	2
Principles	2
Methods and Problems	2
Psychology	2
Tests	2
Voice and Diction	2
Special Methods	20
Observation and Practice	4
	40

Total credits for B.S. in Education 128

ADMISSION TO GRADUATE STUDIES

Students of Teachers College, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in the Fordham Graduate School in partial fulfilment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfilment of the residence requirement for the Master's degree, provided the requirements for this degree are completed within a period of five years. Permission for this privilege must first be obtained from the Dean of the Graduate School.

STUDENTS FROM OTHER INSTITUTIONS

Students from other institutions, who for any reason wish to take courses at Teachers College to be credited at their own institutions, should first receive written permission from their own Dean or other person in authority.

GENERAL REGULATIONS

Absences:

No unexcused absence is permitted. Absences due to sickness or other grave reasons may be excused up to four hours (not days) in a thirty-hour course. More than four hours' absence for any reason will disbar the student from the examinations.

Examinations:

To obtain credit for any course, a written examination must be passed at the end of the session. The passing mark is 65%. A mark between 50% and 65% means that the student is conditioned in the subject and must take a re-examination. A mark below 50% is a failure and the student must repeat the course to obtain credit.

Those who are absent from examinations, unless excused by the Dean, are automatically conditioned. They must take their examination at the time of the re-examinations and are subject to the regulations governing these examinations.

Re-examinations:

Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from examinations without an excuse, and for those whose examinations were postponed by the Dean. Except in the case of those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed" indicated by "P" or "F." All who take examinations at the time of re-examinations, for any reason whatever, must pay a fee of three dollars. Application for re-examination must be filed with the Registrar at least one week before the date set for the re-examinations. See calendar (page 5) for dates of re-examinations.

Program:

All matriculated students must secure a booklet containing an outline of the courses they are to follow in order to secure their degree. The program outlined in the booklet must be followed exactly. No credit will be given for courses not listed in the student's program, unless the Dean has granted written permission to make a substitution.

Matriculated students will receive no credit for courses taken in other institutions unless they have received written permission from the Dean of Teachers College to take such courses.

New Students:

To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College

should have certified to the Registrar an official record of high school work, as well as an official transcript of any POST-HIGH SCHOOL work.

Library Facilities

The libraries of the University include 170,000 bound volumes, carefully chosen to satisfy the needs both of the general student and the research scholar. This is exclusive of a total of 61,000 pamphlets. The library of the Law School contains more than 25,000 volumes. A working library of more than 10,000 volumes is housed in the library on the 8th Floor of the Woolworth Building.

The library on the Campus is open from 8.30 A. M. to 10 P. M., Monday to Friday; 9 A. M. to 12 M., Saturday; 8.30 A. M. to 5 P. M., Sunday.

The library in the Woolworth Building is open from 9 A. M. to 9 P. M., Monday to Friday; 9 A. M. to 5 P. M., Saturday.

Exchange courtesies are maintained with the Congressional Library, Washington, D. C.; with the New York State Library, Albany, N. Y., and with the larger university libraries throughout the country.

Students may also avail themselves of the 2,000,000 volumes of the New York Public Library, whose reference rooms are located in its main building, Fifth Avenue and 42d Street.

The restricted libraries of the city are also open to advanced students properly approved and identified by the University.

Laboratory Facilities

Biology:

In addition to the large and small laboratories, the special equipment available in Biology Hall for research work are the following: Custom Sartorium microtome capable of cutting sections .5 of a micron, Sartorius embedding oven with a supersensitive thermostat control, Zeiss stereoscopic dissecting microscope, Greenough dissecting microscopes and Zeiss aquarium microscopes, Zeiss binocular research microscopes with latest optical equipment, complete collection of life histories and orders of insects, most complete collection of British India termites, nests and examples of destruction. The photographic laboratory is fully equipped with a Zeiss photomicrographic apparatus and enlarger. The departmental library contains most of the

important biological publications of America and Europe. On the University campus a new greenhouse has been constructed for purposes of botanical research.

Chemistry:

The Department of Chemistry is housed in Chemistry Hall at the Bathgate Avenue entrance to the Fordham Campus. In addition to class laboratories for the teaching of general inorganic, physical, organic, physiological, qualitative, quantitative and microanalysis, there are thirteen smaller laboratories especially equipped with modern services and facilities for research. The Department is equipped with all apparatus and instruments necessary and conducive for carrying on the highest type of work in the field of chemistry, including a fully equipped laboratory for microanalysis, facilities for work with all types of experimental animals, polarimeters, Barcroft-Warburg, Van Slyke and Deuterium distilling apparatus, high precision constant temperature water-baths, low and high pressure autoclaves. A library and supply room are maintained in the chemistry building.

Physics:

The Physics Department is housed in a four-story Gothic building. Two large amphitheatres and four smaller quiz rooms occupy the lecture floor. The rest of the building is given over to shops and laboratories. The Seismic Observatory adjoins the Physics Building. It contains the largest seismic vault in the country and the most complete equipment available. Eight modern seismographs, both long and short periods, are in constant operation. The observatory has been in operation since 1910.

Experimental Psychology:

The laboratory of Experimental Psychology is located on the seventh floor of the Woolworth Building. It is fully equipped for demonstrating all the classical and modern experimental techniques. In addition, two clinics are conducted by the department: one at St. Vincent's Hospital for problem children, and the other, at the Woolworth Building, for the vocational guidance of college students. A departmental library containing the contemporary literature in the field is maintained.

Extension Centers

Teachers College maintains the following Extension Centers:

Staten Island Center
Notre Dame College
Grymes Hill, Staten Island, N. Y.
Director, Mother St. Egbert, C.N.D., Ph.D.

Jersey City Center
P. S. 11
Bergen Square, Jersey City, N. J.
Director, William Finley, Ph.D.

Newark Center
St. Vincent Academy
226 West Market Street, Newark, N. J.
Director, Joseph M. Connors, M.A.

Registration for courses at the Centers may be completed at the Woolworth Building or at the individual Center.

Matriculation, however, must be completed at the main office in the Woolworth Building.

Residence Credit: Extension courses do not carry residence credit. Candidates for a degree must complete their final thirty-two points either at the Woolworth Building or the Uptown Campus. This residence requirement may also be satisfied by Summer courses taken at the Uptown Campus.

Fees and Expenses

Rules of the University prescribe that the University, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

In the first semester, payment of course fees and laboratory fees may be deferred until October 5; in the second semester until February 9.

No student will be admitted to class, however, without a class admission card stamped by the Bursar. Even in cases

where special arrangements have been made with the Bursar or where students take advantage of the extension of time for paying fees, the University fee of $5.00 must be paid at the time of registration.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any University fee be refunded. There will be no refunds for withdrawals after the eighth week.

The fees:

(a) University fee (for all students), payable at each registration	$ 5.00
(b) Late registration fee as noted in calendar	5.00
(c) Tuition, per point	7.50
(d) Tuition for all laboratory science courses, per point	10.00
(e) Re-examination fee	3.00
(f) Voice recording	1.00
(g) Transcript of Record	1.00
(h) Diploma fee	15.00

ART

MAX S. WILKES, M.A., *Program Adviser*

Major in Art: All students majoring in Art must take the following courses: ART 10 - 11; ART 20 - 21; ART 30; ART 50 - 51; and ART 60. Other courses in Art are to be taken under the guidance of the Program Adviser.

Art 10.—Elementary General Design. (2 points.)

Simple problems in line, light and dark and color executed in various mediums and materials and controlled by fundamental principles of art structure and design.

Monday, 4.15-5.55.
First Semester.

ART 11.—Advanced Course in General Design. (2 points.)

(*Prerequisite:* ART 10 or equivalent.)

Analysis of art structure in the fine and applied arts, with special reference to fundamental art principles. Illustrative material will be exhibited and discussed. Suitable problems will be formulated and executed in various mediums.

Monday, 4.15-5.55.
Second Semester.

ART 20.—Elementary Drawing and Composition. (2 points.)

Simple representation in *line,* drawing from objects and from memory and imagination. Emphasis on principles of perspective, structure, composition and fine art quality.

Tuesday, 4.15-5.55.
First Semester.

ART 21.—Advanced Drawing and Composition. (2 points.)

(*Prerequisite:* ART 20 or equivalent.)

Use of special mediums, charcoal, lithographic crayon, water-color and pastel.

Tuesday, 4.15-5.55.
Second Semester.

ART 30.—Drawing from the Cast—Figure Composition. (2 points.)

(*Prerequisite:* ART 20 or equivalent.)

Analysis of sculpture and drawings by the masters. Study of anatomy.

Wednesday, 4.15-5.55. MAX S. WILKES, M.A.
Either Semester.

ART 40.—Mechanical Drawing. (2 points.)

A study of material necessary for teachers of art.

Not given 1935-1936.

ART 50.—History and Appreciation of Art, I. (2 points.)

Introductory course. An interpretation and appreciation of painting, sculpture and architecture, etc., both in terms of their art structure as well as in the light of their human and historic backgrounds as found in primitive, ancient and mediæval art.

Thursday, 4.15-5.55. JOSEPH S. HAUSER.
First Semester.

ART 51.—History and Appreciation of Art, II. (2 points.)

(*Prerequisite:* ART 50 or equivalent.)

Renaissance and modern art.

Thursday, 4.15-5.55. JOSEPH S. HAUSER.
Second Semester.

ART 60.—Advertising Design. (2 points.)

(*Prerequisite:* ART 10 or equivalent.)

Poster art, lettering, etc. Modern techniques and materials.

Friday, 4.15-5.55. WILLIAM ENGLANDER, B.S.
Either Semester.

ART 70.—Stagecraft. (2 points.)

(*Prerequisite:* ART 10 or equivalent.)

Designing stage sets, costumes, lighting, etc. Making miniature models in connection with school plays and pageants.

Not given 1935-1936.

Methods of Teaching Art in the Elementary School.

Cf. EDUC. 123.

Methods of Teaching Art in Junior and Senior High Schools.

Cf. EDUC. 124.

Methods of Supervision and Teacher Training in the Fine Arts.

Cf. EDUC. 125.

Comprehensive Survey of Art.

Cf. EDUC. 126.

BIOLOGY

Head of Department: Rev. Joseph Assmuth, S.J., Ph.D.

Note: Classes in Biology, with the exception of BIO. 11 and 12, are held in the Biology Hall on the Uptown Campus, Fordham Road entrance.

Tuition for Biology courses, except BIO. 11 and 12, is $10.00 a point.

UNDERGRADUATE COURSES

BIO. 11.—Botany. (2 points.)

A lecture course embracing the fundamental principles of biology, the classification, morphology—external and internal, tissues, tissue systems, and the physiology of plants.

Friday, 4.15-5.55. Rev. Edmund J. Burke, S.J.
First Semester.
Tuesday, 4.15-5.55.
Second Semester.

BIO. 12.—Zoology. (2 points.)

A lecture course treating of the origin, classification and distribution of animals; the development of the ovum; the differentiation of tissues; parthenogenesis; heredity; evolution; Darwinism; mutation theory; transformism; Catholics and evolution.

Friday, 4.15-5.55. Rev. Edmund J. Burke, S.J.
Second Semester.
Tuesday, 4.15-5.55.
First Semester.

BIO. 13 - 14.—General Biology. (4 points.)

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things: relations between plants and animals; the organism. The laboratory work will include study and dissection of plants and lower animals. Field work will include trips to Zoological Park and Botanical Gardens for preparation study. A discussion of the text-books and recommended reading by the Regents will be considered.

Wednesday, 4.15-5.55. (Lect.) Mark T. Crowley, Ph.D.
Saturday, 9-12.20. (Lab.)
Either Semester.

BIO. 101.—General Botany. (4 points.)

Properties and activities of protoplasm, developmental history, structure and function, relation to environment, and the classification of forms into the groups which make up the plant kingdom.

Monday, 3.45-6.15. William J. Bonisteel, Ph.C., M.A.
Saturday, 9-12.
First Semester.
Fee, $50.00.

BIO. 102.—General Botany. (4 points.)

This course deals with the thallophytes, bryophytes, pteridophytes and spermatophytes. Several voluntary field excursions will be offered for the purpose of making the acquaintance with trees, shrubs and herbaceous plants.

Monday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.
Saturday, 9-12.
Second Semester.
Fee, $50.00.

BIO. 109 - 110.—Zoology. (8 points.)

This course deals with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include the study of a type animal of each phylum.

Tuesday, 4-6, and MARK T. CROWLEY, Ph.D.
Saturday, 2-6.
Both Semesters.
Fee, $100.00.

BIO. 111 - 112.—Histology and Elementary Embryology. (4 points.)

(Prerequisite: A course in Biology.)

The course will deal with animal tissue and will study the composition of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ-cells, fertilization, cleavage and differentiation of tissue; the origin of the individual and the developmental processes from the oosperm of the adult. Practice in micro-technique will be stressed.

Wednesday, 3.45-6.15. JAMES A. MULLEN, Ph.D.
Both Semesters.

BIO. 123 - 124.—Comparative Anatomy. (4 points.)

(Required for those majoring in Biology.)

A comparative study of the natural relationships, the developments and the structures of animals, including a comparison of integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in different animals; physiology of different organs; symmetry and asymmetry, habits and life histories.

Tuesday, 3.45-6.15. REV. JOSEPH ASSMUTH, S.J.
Both Semesters. JAMES A. MULLEN, Ph.D.
Fee, $50.00.

Methods of Teaching Biology.

Cf. EDUC. 113.

CHEMISTRY

Rev. Joseph B. Muenzen, S.J., Ph.D., *Head of Department.*

All Chemistry courses, unless otherwise noted, are given in Chemistry Hall, Fordham Road and Third Avenue.

Tuition for Chemistry courses, unless otherwise noted, is $10.00 a point. Where laboratory is part of a course, there is a breakage deposit of $15.00.

Major in Chemistry: Students majoring in Chemistry must take CHEM. 11 - 14; CHEM. 21 - 22; CHEM. 31 - 32 and CHEM. 41 - 44. In addition, they should take General Physics, PHYS. 11 - 12 and four points in either General Biology, BIO. 13 - 14; General Botany, BIO. 101 - 102, or Zoology, BIO. 109 - 110.

N.B.: General Chemistry 11 d - 14 d, 11 e, 11 f - 14 f, are restricted to men students.

CHEM. 11, 12, 13, 14.—General Chemistry. (8 points.)

This course deals with the fundamental facts and theories of the science of chemistry and is a prerequisite for all other courses. The course is divided into two parts, 11 and 12 referring respectively to lecture and laboratory of the first semester. 13 and 14 refer to lecture and laboratory of the second semester.

Saturday, 9-12, 1-4, Uptown. William J. Conway, Ph.D.

CHEM. 11 b - 14 b.—General Chemistry. (8 points.)

Same as above course.

Tuesday, 2-6, Uptown. Leo K. Yanowski, Ph.D.
Friday, 11-12, Downtown.

CHEM. 11 c - 14 c.—General Chemistry. (8 points.)

Same as above course. Rev. Joseph B. Muenzen, S.J.

Thursday, 7.50-9.35 P.M., Downtown.
Friday, 7-10 P.M., Uptown.

CHEM. 11 d - 14 d.—General Chemistry. (8 points.)

Same as above course. Douglas J. Hennessy, M.S.

Monday, Wednesday, Thursday, 10 A.M., Uptown.

CHEM. 11 e - 14 e.—General Chemistry. (8 points.)

Same as above course. Leo K. Yanowski, Ph.D.

Monday, Wednesday, Thursday, 11 A.M., Uptown.

CHEM. 11 f - 14 f.—General Chemistry. (8 points.)

This course is designed for students who have had high school chemistry.

Monday, Friday, 9 A.M., Uptown. WILLIAM J. CONWAY, Ph.D.

CHEM. 15.—Advanced General Chemistry. (4 points.)

Experimental lectures and recitations on the fundamental laws and theories of chemistry. The course includes a study of the basic processes employed in chemical calculations with reference to their use in the present and future courses in chemistry.

Four hours lecture per week. DOUGLAS J. HENNESSY, M.S.

Tuesday and Friday, 10 to 12.30.
First Semester.

CHEM. 21 - 22.—Qualitative Analysis, I. (4 points.)

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

Saturday, 9-12, throughout the year. WALTER A. HYNES, Sc.D.

CHEM. 21 b - 22 b.—Qualitative Analysis, I. (4 points.)

Same as above course.

Lecture, Mon., Fri., 10. Lab., Mon., Fri., 12.30.
Each Semester.

WALTER A. HYNES, Sc.D.

CHEM. 23 - 24.—Qualitative Analysis, II. (4 points.)

In this course stress is laid on the isolation and determination of the non-metallic or acid-forming elements and the radicals which they form. In addition, due consideration is also given to those reactions characterizing dry analysis.

Saturday, 1-4, throughout the year. WALTER A. HYNES, Sc.D.

CHEM. 23 b - 24 b.—Qualitative Analysis, II. (4 points.)

Same as above course.

Lecture, Tues., Thurs., 11. Lab., Tues., Thurs., 12.30.
Second Semester.

WALTER A. HYNES, Sc.D.

CHEM. 25.—Micro-Qualitative Analysis. (3 points.)

This course employs a systematic method for the detection of the cation and anions by means of microtechnique. It includes the use of the centrifuge, micro filter, spot tests and thread staining reactions.

Three laboratory periods per week. WALTER A. HYNES, Sc.D.
Second Semester.

CHEM. 31 - 32.—Quantitative Analysis, I. (4 points.)

This course involves the theoretical and practical study of principles underlying volumetric problems and their applications.

Saturday, 1-4, throughout the year. REV. FRANCIS W. POWER, S.J.

CHEM. 31 b - 32 b.—Quantitative Analysis, I. (4 points.)

Same as above course.

Tuesday, Thursday, 12.30. REV. FRANCIS W. POWER, S.J.
Each Semester. AND ASSISTANTS.

CHEM. 33 - 34.—Quantitative Analysis, II. (4 points.)

The principles and practices of gravimetric analysis are covered in this course, involving the important anions and cations.

Saturday, 9-12, throughout the year. REV. FRANCIS W. POWER, S.J. AND ASSISTANTS.

CHEM. 33 b - 34 b.—Quantitative Analysis, II. (4 points.)

Same as above course.

Tuesday, Thursday, 12.30. REV. FRANCIS W. POWER, S.J.
Second Semester. AND ASSISTANTS.

CHEM. 41, 42, 43, 44.—Organic Chemistry. (8 points.)

Various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications. CHEM. 41 and 42 refer respectively to the lecture and laboratory of the first part. In the second half, a study is made of the cyclic series and of some of the most important heterocyclic compounds.

Saturday, 10-12; 1-4, throughout the year.

WERNER FREUDENBERG, Ph.D. AND ASSISTANTS.

CHEM. 41 b - 44 b.—Organic Chemistry. (8 points.)

Same as above course.

Lect., Tues., Fri., 11.00. WERNER FREUDENBERG, Ph.D.
Lab., Wed., 12.30; Fri., 1.30. AND ASSISTANTS.

CHEM. 41 c - 44 c.—Organic Chemistry. (8 points.)

Same as above course.

Lect., Mon., Thurs., 12.30. REV. JOSEPH B. MUENZEN, S.J.
Lab., Tues., Thurs., 1.30.

CHEM. 65.—Application of Mathematics to Chemistry. (2 points.)

(*Prerequisite:* Trigonometry.)

A course for students of chemistry who have not the time to take the regular courses in analytical geometry, differential and integral calculus, or for those who wish to review these subjects before beginning the study of the mathematical branches of chemistry. It is intended to familiarize the student with the treatment of experimental results by mathematics.

WILLIAM H. HAMILL, M.S.

CHEM. 71, 72, 73, 74.—Physical Chemistry. (8 points.)

(*Prerequisites:* CHEM. 31 - 32; MATH. 31; PHYS. 11 - 12.)

A course dealing with the fundamental principles of chemistry. These principles are dealt with from a mathematical standpoint by means of problems and experiments. Special emphasis is placed on applications to organic and physiological chemistry.

Two hours lecture and four hours laboratory per week throughout the year.

WILLIAM H. HAMILL, M.S.

CHEM. 75 - 76.—Introductory Physical Chemistry. (4 points.)

This briefer course is designed for prospective medical students who wish an introductory acquaintance with physical chemistry as applied to medicine.

Two hours lecture, four hours laboratory per week.
Tuesday, Thursday, 12.30.
Second Semester. WILLIAM H. HAMILL, M.S.

Methods of Teaching Chemistry in Secondary Schools.

Cf. EDUC. 114.

EDUCATION

Director of Teacher Training: RUTH K. BYRNS, Ph.D.

EDUC. 11.—History of Education, I. (2 points.)

A general survey of the history of education from ancient times to the Protestant Reformation. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian Revival; the school system and education of the Middle Ages; Scholasticism; Universities; the Renaissance; Humanism.

Friday, 4.15-5.55. JOHN REDDEN, Ph.D.
First Semester.

EDUC. 12.—History of Education, II. (2 points.)

A general survey of the history of education from the Protestant Revolution to the present time. The following topics will be treated: The Protestant Revolution; the Catholic Revival; realism and the early scientific movement; the enlightenment; naturalism; school reforms of the Eighteenth and Nineteenth Centuries; the improvement of method; beginnings of education in America and early national influences in the United States; development of free schools, establishment of school supervision; the extension of the system; high schools, normal schools and state universities; national systems of France, Prussia and England; Federal relations to education in United States.

Friday, 4.15-5.55. JOHN REDDEN, Ph.D.
Second Semester.

EDUC. 13.—Introductory Philosophy of Education. (2 points.)

This course is intended to introduce the student to the philosophy of education. Among the topics studied are the following: The nature, scope and place of education, its relationship to religion, ethics, philosophy and allied sciences, the art and science of education, teaching and learning, the encyclical of the Pope on education, immediate and ultimate objectives of education, the fivefold nature of the individual's education, Catholic philosophy of education, individualism and socialism.

Saturday, 9.15-10.55. REV. MARTIN SMITH, S.J.
Either Semester.

EDUC. 14.—Principles of Elementary Education. (2 points.)

This course will begin with a consideration of the more important principles contributed to elementary education by religion, philosophy, ethics, biology, psychology and sociology. The following topics will be treated: Nature and scope of elementary education, aims and functions, original nature of the child, interest, motivation and attention, methods of teaching and learning, the curriculum, individual differences, objective tests and measurements, articulation of units, and the qualifications of teachers.

Thursday, 4.15-5.55. JOHN REDDEN, Ph.D.
First Semester.

EDUC. 15.—Methods and Problems of Elementary Education. (2 points.)

This course is a practical application of the principles of elementary education. It is designed to acquaint the teacher with the various methods and problems of elementary school instruction. The following topics will be studied: The first days of teaching, economy in classroom management, discipline, motivation, lesson planning, the assignment, the use of the question, habit formation, the drill and repetition method, projects and problems, socialized recitation, individual differences, visual aids, object lessons, reviews, tests and examinations, records and reports.

Thursday, 4.15-5.55. JOHN REDDEN, Ph.D.
Second Semester.

EDUC. 16.—Principles of Secondary Education. (2 points.)

After a brief consideration of the nature, scope and organization of secondary education, treatment will be given to the following topics: Aims and objectives of secondary education, physical and mental characteristics of students, principles of learning, methods of teaching, the program of studies, vocational training and guidance, intelligence and educational tests, modern special functions and issues of secondary education, teacher's qualifications, extra-curricular activities, relation to higher and lower education.

Tuesday, 4.15-5.55. JOHN REDDEN, Ph.D.
First Semester.

EDUC. 17.—Methods and Problems of Secondary Education. (2 points.)

The aim of this course is to direct the teacher in the application of the principles of secondary education in the work of classroom instruction. The various methods and problems of the secondary school teacher will be treated. Among the topics studied are the following: Preparation for the first days of teaching, economy in classroom management, discipline, motivation, lesson planning, the assignment, the use of the question, the drill lesson, supervised study, project-problem method, socialized recitation, visual instruction, the appreciation lesson, review and reorganization lessons, the use of new type examinations, marking and grading, records and reports.

Tuesday, 4.15-5.55. JOHN REDDEN, Ph.D.
Second Semester.

EDUC. 30.—A Study of the Child. (2 points.)

A study of the development of the normal child from birth through the preadolescent period. This course will stress the pedagogical implications of the developmental stages of infancy and childhood and difficulties encountered by the child in passing from one stage to the other. It will discuss physical, emotional, moral and social development.

Saturday, 11.05. FRANK D. WHALEN, Ph.D.
First Semester (Woolworth Bldg.).
Second Semester (Uptown).

EDUC. 31 - 32.—Educational Psychology, I and II. (4 points.)

An introduction to the more important psychological principles as they apply in the field of education. The first section will include a discussion of developmental tendencies, motivation, the learning process and the factors influencing efficient learning, transfer of training, understanding and generalizing. The second section will include an application of the concepts of mental age and educational age in meeting individual needs, the exceptional child, the significance of special disabilities and the application of general principles in the learning of the fundamental subjects.

Tuesday, 4.15-5.55. RUTH K. BYRNS, Ph.D.
Both Semesters.

EDUC. 35.—The Use and Interpretation of Tests. (2 points.)

The use of diagnostic tests particularly in reading and arithmetic. How to discover weaknesses in classes and in individual pupils. Testing as an aid to remedial teaching. Methods of giving, scoring and interpreting tests. Techniques to be followed in constructing new-type school and diocesan tests.

Saturday, 9.15. FRANK D. WHALEN, Ph.D.
First Semester (Woolworth Bldg.).
Second Semester (Uptown).

EDUC. 37.—Elements of Achievement Testing. (2 points.)

An introductory survey will be made of the more important achievement, diagnostic and survey tests. Techniques for scoring, presentation and interpretation of results will be given.

Wednesday, 4.15-5.55. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 38.—Elements of Intelligence Testing. (2 points.)

A brief survey will be made of intelligence tests. Their historical development, uses, limitations and relations to measures of achievement will be treated. The techniques for presenting results and the assumptions underlying measures of intelligence will be reviewed.

Wednesday, 4.15-5.55. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 41 - 42.—Observation and Practice Teaching.

There will be one hour of formal lecture and discussion each week in connection with this course.

Hours to be arranged. RUTH K. BYRNS, Ph.D.
Either Semester.

EDUC. 101.—Arithmetic for Elementary School Teachers. (2 points.)

This course, while covering the work of all the elementary grades, emphasizes the work in the first three grades and the problems involved in introducing the child to number concepts. The arithmetic curriculum is studied together with approved methods of presentation. Practical demonstrations will be given.

Not given 1935-1936.

EDUC. 102.—Arithmetic for Elementary School Teachers. (2 points.)

This course, while covering the work of all the elementary grades, will emphasize the content and method used in Grades 4-8.

Saturday, 9.15-10.55. JOACHIM SCOPPA, M.A.
First Semester (Uptown).
Second Semester (Woolworth Bldg.).

EDUC. 103.—Reading in the Primary Grades. (2 points.)

Factors involved in successful oral and silent reading; vocabulary studies; phonics; primary reading techniques and tests.

Saturday, 9.15-10.55. JOHN J. DONAHUE, M.A.
First Semester (Uptown).
Second Semester (Woolworth Bldg.).

EDUC. 104.—Writing in the Primary Grades. (2 points.)

Practical demonstrations to guide teachers in a progressive method of developing handwriting skills through Grades 1-3.

Saturday, 1.15-2.55. ELIZABETH LEONARD.
First Semester (Uptown).
Second Semester (Woolworth Bldg.).

EDUC. 105.—English for Elementary School Teachers. (2 points.)

This course covers the teaching of English in Grades 4-8.

Saturday, 1.15-2.55. EDWARD J. MCNALLY, Ph.D.
First Semester (Woolworth Bldg.).
Second Semester (Uptown).

EDUC. 106.—Geography for Elementary School Teachers. (2 points.)

Current techniques in the teaching of journey, regional and human geography; problems and projects; excursions and visual aids; supervised study in geography.

Not given 1935-1936. EUGENE B. GARTLAN, M.A.

EDUC. 107.—History and Civics for Elementary School Teachers. (2 points.)

This course will consider the elementary school syllabus in history —its aims, its methods and its subject-matter. The chief topics will be so studied as to give the teacher the wider range of knowledge requisite in guiding pupils to organize their ideas and to see causes and results.

Saturday, 9.15-10.55. EUGENE B. RILEY, M.A.
Second Semester.

EDUC. 123.—Drawing for Elementary School Teachers. (2 points.)

This course will exemplify the New York Diocesan Syllabus in drawing. Art principles will be studied in theory and practice periods. Methods of presentation and illustration will be featured.

Saturday, 11.05-12.45.
First Semester (Uptown).
Second Semester (Woolworth Bldg.).

EDUC. 110.—Music for Elementary School Teachers. (2 points.)

This course is designed to provide teachers in Catholic schools with music knowledge and methods for grade instruction. It will

present working plans for the classroom, *i.e.*, teaching children how to sing, how to appreciate music and how, eventually, to improve their standard of musical taste.

Saturday, 1.15-2.55.
First Semester (Uptown). JAMES MCCORMACK, M.A.
Second Semester (Woolworth Bldg.).

EDUC. 111.—Methods of Teaching Biology. (2 points.)

A clear statement of the value of biology from an educational standpoint. The relation of biology to other sciences. Selection of subject-matter and its arrangement in courses of study. Aids for the demonstration of various types.

Wednesday, 4.15-5.55 (Uptown). JAMES A. MULLEN, Ph.D.
Either Semester.

EDUC. 113.—Methods of Teaching Chemistry in Secondary Schools. (2 points.)

The course is designed primarily for those who wish to acquaint themselves with the most modern theories and practices relating to the teaching of chemistry in secondary schools. Some of the topics the course will deal with are: Subject-matter in New York Syllabus. Other State Syllabi. The basis for the selection of material. The organization and presentation of material. The laboratory—its aims and objectives. Critical evaluation of the various articles and studies relating to the teaching of chemistry. Tests and measurements in chemistry. Chemistry in light of modern pedagogy.

Friday, 4.15-5.55 (Uptown). DANIEL F. FITZPATRICK, M.A.
Either Semester.

EDUC. 115.—Extra-Curricular Activities. (2 points.)

The relation of extra activities of school life as an aid to training for citizenship and as a means of introducing the pupil to education for leisure time will be studied. The correlation of these activities with the school curriculum and the relation of extra activities to the question of vocational guidance will be examined. Among the activities that will be considered are: Play in education, athletics, with particular reference to the organization and management of competitions; the school newspaper, the school assembly.

Monday, 7-8.40. LEO I. KEARNEY, M.A.
Either Semester.

EDUC. 119.—Methods of Teaching Economics. (2 points.)

This course is devoted to a study of the problem of teaching economics to adolescent girls and boys. It will cover the general objectives and methods of teaching economics. Special emphasis will be placed on the concrete application of pedagogical principles to actual classroom situations.

Tuesday, 4.15-5.55. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 121 - 122.—Principles and Practices in Teaching Speech in Secondary Schools. (4 points.)

Through lectures, observation and practical demonstration the course will present a study of materials and techniques in speech training in their relation to approved principles of secondary education. In Part I the problems of the required speech class will be considered. The new syllabus in speech recently adopted by the Board of Education in New York City will be used as a basis for discussion. This course is planned to acquaint the teacher of speech or of English with the chief problems involved in high school speech training and to suggest practical means for their solution through the regular class work. Part II will deal with problems of the elective courses and extra-curricular activities for the gifted student, and with the organization of clinical aid for the speech-handicapped. The course is planned to assist teachers of speech to utilize the speech arts as a means of individual development and social adjustment. It also presents a survey of accepted techniques for the diagnosis and correction of major speech disorders and their adaptation to the organization of the modern high school.

Thursday, 4.15-5.55. MARY T. MCGRATH, M.A.
Both Semesters.

EDUC. 124.—Methods of Teaching Art in the Junior and Senior High Schools. (2 points.)

Saturday, 11.05-12.45. MAX S. WILKES, M.A.
Either Semester.

(Fee, $20.00.)

EDUC. 125.—Methods of Supervision and Teacher Training in Art. (2 points.)

Saturday, 9.15-10.55. MAX S. WILKES, M.A.
Either Semester.

(Fee, $20.00.)

EDUC. 126.—Comprehensive Survey of Art Education in Elementary Schools and in Junior and Senior High Schools. (2 points.)

This course is designed especially for teachers and supervisors of art and for candidates for all art licenses. An intensive course covering theory, methods and technique.

Saturday, 1.15-2.55. MAX S. WILKES, M.A.
Either Semester.

(Fee, $30.00.)

EDUC. 127.—Teaching Composition in Junior and Senior High Schools. (2 points.)

This is a practical treatment of the fundamentals of writing and speaking as it affects the junior or senior high school student. Through discussions, readings, reports and demonstrations the prospective teacher of language is prepared to face the common classroom situations and problems of the subject.

Saturday, 11.05-12.45. JOSEPH F. MORIARTY, M.A., LL.B.
First Semester.

EDUC. 128.—Teaching Literature in Junior and Senior High Schools. (2 points.)

Students intending to teach high school English will find this study helpful. The objectives in literature instruction, classroom problems and methods of dealing with the presentation of classics read on these levels are some of the topics dealt with here.

Saturday, 11.05-12.45. JOSEPH F. MORIARTY, M.A., LL.B.
Second Semester.

EDUC. 130.—First Aid Course for Teachers. (2 points.)

This course includes theory, practice and teaching methods in First Aid; a study of accident causation and accident prevention. The object of the course is to qualify students as Red Cross First Aid instructors.

Tuesday, 4.15-5.55. WILLIAM R. REDDEN, M.D.
Either Semester.

EDUC. 134.—Methods and Devices in Teaching English to Non-English-Speaking Adults. (2 points.)

An outline of the general procedure of teaching English and citizenship and the special technique required with beginning and advanced groups of non-English-speaking adults will be presented, together with an outline of the procedure of naturalization and a discussion of a course of study in naturalization aids for aliens. Those satisfactorily completing the course will receive from the State Department of Education a certificate in immigrant training, which satisfies one of the requirements for eligibility to teach English and citizenship in the evening schools conducted by the Board of Education.

Thursday, 6-7.40. ABRAHAM CURZAN, M.A.
Second Semester.

EDUC. 135.—Methods of Teaching Health Education in Elementary Schools. (2 points.)

In this course special consideration is given to methods of teaching the principles of health education.

Wednesday, 4.15-5.55. HELEN LIDDELLE JONES, M.A.
First Semester.

EDUC. 136.—Methods of Teaching Health Education in Secondary and Continuation Schools. (2 points.)

In this course special consideration is given to methods of teaching the principles of health education.

Wednesday, 4.15-5.55. HELEN LIDDELLE JONES, M.A.
Second Semester.

EDUC. 137 - 138.—Methods of Teaching Food and Nutrition in Elementary, Secondary and Continuation Schools. (4 points.)

In this course special consideration is given to methods of teaching the principles of nutrition by the classroom teacher who has not specialized in this field.

Thursday, 4.15-5.55. HELEN LIDDELLE JONES, M.A.
Both Semesters.

EDUC. 139.—Phonetics for Modern Language Teachers. (2 points.)

A general course dealing with the theory and practice of the science of speech sounds as applied to modern foreign languages, especially French, Spanish, German and Italian. The study and analysis is based on English sounds, emphasizing the differences between English and foreign pronunciation. The topics treated will be: Production of speech sounds, sound changes, word groups, rhythm and intonation. There will be graded exercises in the standard pronunciation of modern foreign languages, practice in the use of the symbols of the International Phonetic Association, and intensive oral and ear training. The course is intended for students and teachers of modern foreign languages and teachers of English to foreigners. No previous knowledge of phonetics is necessary.

Saturday, 11.05-12.45. JOHN M. PITTARO, M.A.
Either Semester.

EDUC. 141.—Methods of Teaching Modern Foreign Languages in Secondary Schools, I. (2 points.)

The teaching of modern foreign languages will be discussed and progressive practices in methods will be evolved to meet present-day conditions in the junior and senior high schools. The main principles of language teaching will be applied to French, Spanish, German and Italian. Attention is given to the selection and handling of material, with practical demonstrations by the instructor. There will be lectures, individual and group projects, readings, reports, discussions and a critical examination of modern language bibliography. For teachers in service, department heads and those who are preparing to teach modern foreign languages.

Saturday, 9.15-10.55. JOHN M. PITTARO, M.A.
First Semester.

EDUC. 142.—Methods of Teaching Modern Foreign Languages in Secondary Schools, II. (2 points.)

A concrete and practical course in which the fundamental principles of modern language teaching will be projected into classroom practice. It consists of the following steps: Mastery of subject-matter to be taught, preparation for teaching by observation, making unit plans. Emphasis will be placed on the classroom technique of reading, grammar and composition in the modern language recitation. Students will work out daily lesson plans from standard texts used. The selection of text-books, tests and measurements, new-type examinations, visual aids, realia and other vitalized material will receive careful consideration. A term paper will be required on a personal investigation of some problem in modern language teaching.

Saturday, 9.15-10.55. JOHN M. PITTARO, M.A.
Second Semester.

EDUC. 143.—Problems in Modern Foreign Language Method, I. (2 points.)

The course attempts to evolve principles which characterize the efficient solution of problems which arise in teaching modern foreign languages in secondary schools. This is accomplished by an

analysis of the problems met in actual teaching situations followed by the development of a technique to determine base lines for their solution. Several projects dealing with practical assignments will be planned and executed.

Wednesday, 4.15-5.55. JOHN M. PITTARO, M.A.
First Semester.

EDUC. 144.—Problems in Modern Foreign Language Method, II. (2 points.)

The course is designed to enrich the student's experience by contacts with problems which are related to and grow out of the reports of the modern foreign language study. The publications of the study will be examined and discussed. The aim is to guide the student to a more complete understanding and a keener appreciation of current problems in the field of modern foreign languages. Members of the class will be advised and encouraged to undertake for solution some major problem of individual interest in the study.

Wednesday, 4.15-5.55. JOHN M. PITTARO, M.A.
Second Semester.

EDUC. 147 - 148.—Methods of Teaching History and Civics in Secondary Schools. (4 points.)

This course is devoted to a study of the general problems of history-teaching with special reference to the high school. It will consider the nature of history; its relation to other subjects, and its place in education; selection of subject-matter and its arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

Friday, 4.15-5.55. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 151 - 152.—Methods of Teaching Mathematics in Secondary Schools. (4 points.)

Specific lessons according to modern trends. Interpretation of the State Syllabi of New York and New Jersey. Lessons in algebra and elementary trigonometry in the first semester; lessons in demonstrative geometry in the second semester. This course also affords an excellent opportunity to students who wish to review elementary high school mathematics.

Saturday, 11.05-12.45. ADOLPH A. LIPPE, M.A.
Both Semesters.

EDUC. 153.—A Course of Study in Religion for Elementary Schools, I. (2 points.)

Christian Doctrine as taught to children of First Communion age. Text: "A Little Child's First Communion" (*Introductory to the Spiritual Way Series*). (a) A study of the doctrinal background of text. (b) Explanation of pedagogical principles which should be applied in teaching Christian Doctrine. (c) Supervised practice in an appointed catechetical center, including discussions of individual problems and progress.

Wednesday, 4.15-5.55. REV. JOSEPH STRUGNELL.
First Semester.

EDUC. 154.—A Course of Study in Religion for Elementary Schools, II. (2 points.)

Christian Doctrine as taught to children of grades three and four. Text: Books One and Two of the *Spiritual Way Series.* (a) A study of the biblical and doctrinal background of text. (b) A study of the application of pedagogical principles in the teaching of the following doctrines: GOD—Creator, Father, Almighty, All-Knowing; sanctifying grace; the Lord's Prayer; God's Image and Likeness in us; the purpose of man's creation and his final destiny; the Communion of Saints; the Commandments; Sin—Original—Mortal and Venial. (c) Supervised practice as outlined in First Semester.

Wednesday, 4.15-5.55. REV. JOSEPH STRUGNELL.
Second Semester.

EDUC. 155.—A Course of Study in Religion for Elementary Schools, III. (2 points.)

Christian Doctrine as taught to children of grades five and six. Text: Books Three and Four of the *Spiritual Way Series.* (a) A study of the biblical and doctrinal background of text. (b) A study of the application of pedagogical principles in the teaching of the following doctrines: The Blessed Trinity; Jesus, God and Man; Mary, the Mother of Jesus; the Holy Sacrifice of the Mass; Jesus' Church; the Sacraments. (c) Supervised practice as outlined in First Semester.

Not given 1935-1936.

EDUC. 157 - 158.—Methods of Teaching Religion. (4 points.)

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action. Models in method: the Gospels, the Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

Tuesday, 4.15-5.55. REV. HENRY J. GEBHARD, M.A.
Both Semesters.

EDUC. 180.—Methods of Study. (2 points.)

Learning through experience; first-hand and second-hand learning; values of each; the nature of learning; the school, the recitation, the home in learning. Principles in method and sequence; values of the inductive and of the deductive approach. Language ability as an aid to learning. Value in extra-curricular activities and interests; recreational values; dangers of verbalism; "thinking" periods and "recreation" periods. Physical and mechanical conditions essential for efficient study. A method of procedure for personal study and for directive study. The student will be required to do practice and laboratory work.

Saturday, 1.15-2.55. LEO I. KEARNEY, M.A.
Either Semester.

EDUC. 181.—Visual Aids in Education, I. (2 points.)

This course will be devoted to a consideration of the psychological basis of visual aids in the classroom, and to demonstration and experiment with the various types of visual materials, as pictures, specimens, models, exhibits, maps, stereographs, film slides, moving pictures, projects, etc. The laboratory method will be used.

Tuesday, 4.15-5.55. WALTER F. ROBINSON, Ph.D.
First Semester.

EDUC. 182.—Visual Aids in Education, II. (2 points.)

This course will continue by applying the various types of visual aids to all modern general methods of teaching, and by demonstrating specific methods of using visual materials in each of the subjects of the elementary and high school curriculum, including religion; together with the administration and supervision of visual methods and materials.

Tuesday, 4.15-5.55. WALTER F. ROBINSON, Ph.D.
Second Semester.

EDUC. 160.—Methods of Teaching Physics in Secondary Schools. (2 points.)

This course deals with the objectives, methods and equipment for the teaching of physics in high schools. A detailed study will be made of: Present conditions. Methods and principles of selection of subject-matter. Organization and presentation of material. The testing program. Laboratory equipment. Visual material. The New York State Syllabus and other State Syllabi. Reference readings of the high school physics course. Investigations which have been conducted relating to the teaching of physics.

Friday, 4.15-5.55. WALTER J. MULLIN, M.S., Ed.M., J.D.
Either Semester.

EDUC. 191.—Mental Hygiene, I. (2 points.)

(*Prerequisite for undergraduates:* Permission of professor.)

A study of the adjustment of the individual to his environment with emphasis on causative factors underlying maladjustment and on preventive measures. In the first division, the case study method of individual diagnosis, preventive and remedial programs for the problems of the emotional adjustment of physically-handicapped, mentally-handicapped, gifted, and speech-defective children will be considered. Illustrative case material will be utilized.

Tuesday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
First Semester.

EDUC. 192.—Mental Hygiene, II. (2 points.)

(*Prerequisite for undergraduates:* Permission of professor.)

A study of the adjustment of the individual to his environment with emphasis on the prevention of maladjustment through analysis of its underlying causative factors. Studies of the relationship between such environmental factors as parental attitudes,

teachers' attitudes and community and recreational facilities to child adjustment and to juvenile delinquency will be considered and evaluated. Illustrative case material will be utilized.

Tuesday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Second Semester.

EDUC. 193.—Educational and Intelligence Tests, I. (2 points.)

(*Prerequisite for undergraduates:* Permission of professor.)

A brief treatment of the principles underlying tests and measurements and an examination of the more important achievement and intelligence tests. The improvement of traditional examination methods through the construction and use of objective unstandardized classroom tests will be considered. Technique for the administration, scoring and presentation of results of tests will be treated.

Saturday, 9.15-10.55. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 194.—Educational and Intelligence Tests, II. (2 points.)

(*Prerequisite for undergraduates:* Permission of professor.)

The emphasis in this course will be placed on standardized tests, their applications in research problems, their uses by the classroom teacher, the choice of tests and the development of a testing program, and the presentation and interpretation of test results. The more important achievement, intelligence, diagnostic and aptitude tests will be surveyed. The relationships between measures of intelligence, achievement and special aptitudes will be treated. An analysis will be made of the major theories and assumptions in measurements.

Saturday, 9.15-10.55. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 195 - 196.—Introduction to Statistics in Educational Literature. (4 points.)

(*Prerequisite for undergraduates:* One of the following courses: EDUC. 31 - 32, EDUC. 37 - 38, EDUC. 193 - 194.)

This course is intended for students with a limited mathematical background. It is designed to enable the student to read original experimental articles in psychology and in education that employ statistics. Emphasis will be placed on the assumptions underlying the use of various measures and on the interpretation of statistical data, charts and graphs in technical literature. Students with a Mathematical background who wish to make extensive use of statistics in connection with research problems should register for EDUC. 255 - 256 in preference to this course.

Thursday, 4.15-5.55. JACK W. DUNLAP, Ph.D.
Both Semesters.

EDUC. 197.—The Psychology of Learning. (2 points.)

(*Prerequisite for undergraduates:* Permission of professor.)

The object of this course is to show the difference in kind between animal and human learning. The Behaviorist and Gestalt approach will both be examined. Animal learning, learning

amongst primitive races, the learning process of children and adults will be successively analyzed and compared. A detailed review of this field will serve as basis for the deduction of the fundamental principles of instruction and education.

Friday, 4.15-5.55. REV. J. CASTIELLO, S.J.
First Semester.

ENGLISH

While all courses in the department are open to both matriculated and non-matriculated students, certain courses are required for students seeking a degree. For purposes of program control, the courses offered in the department have been arranged in three groups: *Group 1.*—The following courses are required for all matriculated students except those whose major is English: ENG. 5-6, 13, 17, 21-22. In the case of English majors, ENG. 21-22 is not required and if taken will not count for credit. In order to meet the general requirement of 12 points in English for all matriculated students, English majors must take ENG. 5-6, 13, 17 and may substitute for ENG. 21-22 equivalent credit of 4 points from courses appearing in Group 3. *Group 2.*—The following courses are required for all matriculated students whose major is English and may be counted as part of the requirements for the major: ENG. 23, 24, 25, 29, 30. *Group 3.*—The courses listed in Group 3 are not required courses, but electives. Although they are open to all students of the school, it is to be expected that they will be of particular interest to specialists in English and to English majors, who may count any of the following courses towards the requirements for the major: ENG. 9, 15, 19, 31, 39, 45, 51-52, 61-62.

ENG. 5.—English Composition, I. (2 points.)

This course will consist of practical, advanced work, based upon the consideration of diction, of sentence structure, and of paragraph development. It aims at the correction of errors commonly found in the written work of advanced students. The laboratory method will afford regular exercise during every session. Longer essays will give opportunity for original work in exposition.

Wednesday, 4.15-55.
First Semester.
Thursday, 4.15-5.55.
Second Semester.
Saturday, 11.05-12.45.
First Semester. JOHN H. SCHIESWOHL, Ph.D.
Thursday, 7-8.40. FRANCIS P. KILCOYNE, M.A.
Second Semester.

ENG. 6.—English Composition, II. (2 points.)

This course will consist of practical work in the writing of the following types of literature: the critical essay, the feature article, the editorial, the interview, the informal argument, the business letter, the after-dinner speech, the satire, the parody, the character sketch, the local color study, the dialogue, the episode, the familiar essay. The work will be profitable to those who, having a mastery over the mechanics of writing, desire a further knowledge of the modern applications of narration, description and argumentation.

Thursday, 4.15-5.55.
First Semester.

Wednesday, 4.15-5.55.
Second Semester.

Saturday, 11.05-12.45.
Second Semester. — JOHN H. SCHIESWOHL, Ph.D.

Thursday, 7-8.40.
First Semester. — FRANCIS P. KILCOYNE, M.A.

ENG. 9.—A Poetry Workshop. (2 points.)

This laboratory course is intended mainly for those who *write* verse, but it is open to students who appreciate the art from a practical and technical angle. The following topics will be treated: Significant material, the pattern of a poem, essential rhythm, tonal color, assonance and alliteration, internal rhyme, subtilized rhyme-echo, the antiphon and burden in mass recitative, the cæsura in blank-verse and *vers libre*. Readings and try-outs will be a feature of the work, with constructive criticism and appraisement.

Tuesday, 7-8.40. — JOSEPH CAMPBELL.
Either Semester.

ENG. 13.—Poetry. (2 points.)

The nature and province of poetry. The emotional, imaginative and intellectual element. Points of form. An examination of epic, lyric and dramatic poetry. General laws of versification, including the standard forms of verse: the ode, the sonnet, the Spenserian stanza, etc. The French forms of verse; the triolet, the rondeau, etc.

Saturday, 9.15-10.55. — JOSEPH F. MORIARTY, M.A., LL.B.
First Semester.

Monday, 4.15-5.55.
Second Semester.

Wednesday, 7-8.40. — DONALD F. CONNORS, M.A.
Either Semester.

ENG. 15.—Types of Prose. (2 points.)

This basic course treats of the forms of prose literature, the novel, short story, essay and others. Its object is to develop a literary

taste and at the same time to provide a necessary background for students intending to teach English.

Monday, 4.15-5.55.
First Semester.
Saturday, 9.15-10.55. JOSEPH F. MORIARTY, M.A., LL.B.
Second Semester.

ENG. 17.—Precepts of Oratory. (2 points.)

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

Tuesday, 4.15-5.55.
First Semester.
Friday, 7-8.40.
First Semester.
Saturday, 11.05-12.45.
Second Semester. REV. FRANCIS P. DONNELLY, S.J.

ENG. 19.—Introduction to Drama. (2 points.)

A survey of the drama from its origins in the religious ceremonies of the Greeks up to the present time. The classic, mediæval and modern stage. The great dramatists of the world. Contemporary British and American authors and the principal Continental influences effecting them. The purpose of the course is to enable the student to become familiar with the entire field of the drama and to cultivate a technical and artistic appreciation of its form. The course will include readings, discussions and analysis of plays.

Monday, 4.15-5.55. MARY T. MCGRATH, M.A.
First Semester.

ENG. 21 - 22.—Introduction to Literature. (4 points.)

An introductory study of the principal movements and the chief literary figures of English and American letters. Survey of the main developments in prose, in verse and in the drama.

Friday, 4.15-5.55. JESSE H. HALEY, Ph.D.
Both Semesters. DONALD F. CONNORS, M.A.
Saturday, 9.15-10.55.
Both Semesters.

ENG. 23.—English Literature to 1603. (2 points.)

A comprehensive survey of English literature from its Celtic and Anglo-Saxon beginnings to the close of the Elizabethan age. The ideas and forms of Mediæval and Renaissance literature. Detailed study of "Beowulf" and the works of Chaucer, Spenser, Shakespeare, Jonson, and Bacon. National life and character as reflected in the literature of England.

Tuesday, 4.15-5.55. DONALD F. CONNORS, M.A.
First Semester.

ENG. 24.—Seventeenth and Eighteenth Century English Literature. (2 points.)

A thorough examination of English literature from the close of the Elizabethan age to 1798: the Cavalier and Puritan influence, the growth of classicism in English letters, the advance of romanticism. Critical appreciation and interpretation of the writings of Milton, Bunyan, Dryden, De Foe, Pope, Swift, Addison, Steele, Johnson, Goldsmith, Burns and others.

Tuesday, 4.15-5.55. DONALD F. CONNORS, M.A.
Second Semester.

ENG. 25.—Main Currents in Nineteenth Century English Literature. (2 points.)

A study of the principal literary movements in England from 1798 to the close of the Nineteenth Century. The Romantic and the Victorian schools of writing. The progress in prose and in verse. The outstanding men of letters, their works and their influences. Contemporary thought as revealed in the writings of the age.

Saturday, 11.05-12.45. JESSE H. HALEY, Ph.D.
First Semester.

ENG. 29.—American Literature to 1861. (2 points.)

Survey of the literature of the American Colonies and of the new nation up to the Civil War. Indian folk-lore, songs and legends. Letters, diaries and reports, and the influence of Puritanism upon the writers of New England. The growth of a secular literature and the imitation of English prose and verse styles. The effects of nationalism and romanticism upon the writers of the early Nineteenth Century. The works of Irving, Cooper and Bryant. Transcendentalism and the attempt to establish a literary culture. A critical study of Emerson, Hawthorne, Longfellow, Lowell, Holmes, Whittier, Melville and Poe.

Monday, 7-8.40.
Second Semester.
Friday, 4.15-5.55.
First Semester. DONALD F. CONNORS, M.A.

ENG. 30.—American Literature Since 1861. (2 points.)

The literature of the Civil War. The Westward expansion and the spread of native story-telling—ballads, tall tales, folk-lore, etc. The advance of realism and the further development of the frontier spirit in American literature. Consideration of Whitman, Twain, Howells, Dickinson and Lanier. The social revolt of the early Twentieth Century. Contemporary books and authors and the modern trend in the drama. An interpretation of national life and character in America.

Monday, 7-8.40.
First Semester.
Friday, 4.15-5.55.
Second Semester. DONALD F. CONNORS, M.A.

ENG. 31.—The Understanding and Appreciation of English Literature through Greek Models. (2 points.)

A course in the artistry of Greek poetry and prose and in their helpful influence upon the understanding and appreciation of English literature. The art of the epic in all its elements, the laughter, the tears, the eternal interest of Homer; the Greek dramatists, Æschylus, Iophodes and Euripides with Shakespearian comparisons; the oratory of Demosthenes and modern oratory; the lyrical and pastoral poets with English parallels. No knowledge of Greek is required. *Text: Lang's Translation of Homer* and other translations as needed.

Thursday, 4.15-5.55. REV. FRANCIS P. DONNELLY, S.J.
Second Semester.

ENG. 39.—Contemporary Literature. (2 points.)

A survey of Twentieth Century British and American letters. Critical study of the principal authors. The influence of Continental literature upon the writers of England and of the United States. Current forms of prose and verse, and the modern trend in the drama. The spirit of present-day writing and the quality of mind which underlies it. The scope and the significance of the Catholic literary revival.

Thursday, 4.15-5.55. DONALD F. CONNORS, M.A.
First Semester.

ENG. 45.—Shakespeare. (2 points.)

A study of ten of the most familiar plays, tragedies, comedies and histories, with particular stress upon Shakespeare's dramatic ability: his power of characterization, his plot construction, his place in the Elizabethan theatre.

Monday, 4.15-5.55.
Second Semester.

ENG. 51.—World Literature, I. (2 points.)

This course is designed to serve as an orientation course in the history of literature from the first books of the world, through the Sacred Books of the East, the story of the Bible, the classics of Greece and Rome, to the middle ages. Emphasis will be placed on the historical background of literary masterpieces.

Wednesday, 4.15-5.55. DOROTHY I. MULGRAVE, Ph.D.
First Semester.

ENG. 52.—World Literature, II. (2 points.)

This course will deal with German, French, Scandinavian, Spanish, Italian, Russian and English literature from the Renaissance to the Twentieth Century. Historical backgrounds will be stressed.

Wednesday, 4.15-5.55. DOROTHY I. MULGRAVE, Ph.D.
Second Semester.

ENG. 61 - 62.—History of the English Language. (4 points.)

This course is intended for students doing intensive work in the fields of English and Speech. A study will be made of the principal changes in speech sounds, in word structure and in grammar. The survey will begin with a consideration of the Indo-European languages and will cover the main developments in the language through the Anglo-Saxon and Middle English periods.

To be given in 1936-1937.

Methods of Teaching English.

Cf. EDUC. 127 - 128.

Phonetics.

Cf. SPEECH 10 - 11.

ENG. 151 - 152.—Survey of Gaelic Literature. (4 points.)

The history of Irish literature from the days of the pre-Christian sagas through the tales and the syllabic poems of the Middle Ages; Keating's *History,* the *Annals of the Four Masters,* O'Bruadair and the poets of the Jacobite revolt (1689-1745), the decline of the bardic system, the peasant poets of the penal laws (1691-1829), and the Gaelic revival (1898). The Irish contacts of outstanding English writers (Spenser, Raleigh, Marvell, Addison, Burke, Blake, Shelley, Scott, Borrow, Arnold, Newman) will be touched on. An attempt will be made to reach a comprehension of the *anima Celtica* in its various manifestations, and far-reaching influences.

Friday, 4.15-5.55. JOSEPH CAMPBELL.
Both Semesters.

ENG. 153 - 154.—Gaelic Epics. (2 points.)

This course will include a discussion of what the poets called "the prime stories of Ireland." The more important of these are "The Fate of the Children of Uisneach" (incorporating the famous Deirdre tale), "The Tain Bo Cuailgne" (Cattle-raid of Cooley), "The Destruction of the Hostel of Da Derga," "The Colloquy of the Ancients" (tales of Fionn MacCumhaill and St. Patrick). Part of the work of students will be the synchronization and harmonizing of the stories with the epics of other lands, east and west. No knowledge of Gaelic is required.

Saturday, 9.15-10.55.
First Semester.

Monday, 4.15-5.55. JOSEPH CAMPBELL.
Second Semester.

ENG. 155 - 156.—Folk Tales of Ireland. (2 points.)

Apart from her ancient Gaelic sagas, Ireland has a wealth of folk-tales and fairy-lore. In this course Dr. Douglas Hyde's and William Larminie's collections of stories gathered from the oral recital of Irish peasants will be studied in relation to the earlier

Ossianic tales and poems. The type-story—step or ladder-type, transformation-type, *hubris*-type, retribution-type, *amadan*-type, chapbook-type, etc.—will be examined historically and æsthetically. The folk-tale has an important place in modern primary education, and this course should be of especial value to teachers in high schools.

Tuesday, 4.15-5.55.
First Semester.

Saturday, 9.15-10.55. JOSEPH CAMPBELL.
Second Semester.

ENG. 157 - 158.—Mabinogion. (2 points.)

The Mabinogion is a collection of Welsh tales found in the Fourteenth Century *Red Book of Hergest.* It is composed of (1) tales, pre-Christian and prehistoric; (2) tales of the period of the Roman occupation of Britain; (3) tales of King Arthur; (4) the romance of the sixth-century bard, Taliesin. The work will be studied in relation to Celtic myth and legend, and to the development of the Arthurian legend.

Wednesday, 7-8.40. JOSEPH CAMPBELL.
Either Semester.

ENG. 165 - 166.—Irish Renaissance: Poetry. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered æsthetically and technically.

Saturday, 11.05-12.45.
First Semester.

Tuesday, 4.15-5.55. JOSEPH CAMPBELL.
Second Semester.

ENG. 167 - 168.—Irish Renaissance: Drama. (2 points.)

The Irish contribution of Congreve, Farquhar, Goldsmith and Sheridan. The dramatic revival of the 1890's. The growth of the little theatre in Ireland. The contribution to the modern theatre of Yeats, Synge, Lady Gregory, Colum, Robinson, Corkery, their associates and successors. The technique of speech and action, stage mechanics, the pattern of a play, etc., will be discussed.

Monday, 4.15-5.55. JOSEPH CAMPBELL.
First Semester.

Saturday, 11.05-12.45.
Second Semester.

Methods of Teaching English in Secondary Schools.

Cf. EDUC. 127 - 128.

FRENCH

ERNEST CHENEL, Ph.D., *Program Adviser*

Major in French: Students majoring in French must take all courses listed below with the exception of FRENCH 1 - 2 and 3 - 4. They must also take Phonetics for Modern Language Teachers, EDUC. 139. Prospective teachers of French are advised to take a minor of *at least* eight points in another modern language.

FRENCH 1 - 2.—Elementary French. (4 points.)

No previous knowledge of French required. The course is intended for those wishing to begin the study of French and for graduate students desiring to comply with language requirement for advanced degrees. The instruction is planned so as to enable students to read at sight ordinary French prose and acquire a broad vocabulary. A careful study of the essentials of grammar and syntax will be taken up, together with simple composition. Attention will be paid to correct pronunciation, to the understanding of simple spoken French.

Wednesday, 4.15-5.55. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 3 - 4.—Intermediate French. (4 points.)

This course is particularly designed for students who have completed the elementary course and wish to continue French and increase their reading knowledge, as well as for those who are returning to the study of French after a lapse of time and wish an opportunity for review. The first semester will consist principally of a thorough review of the grammar: the noun, the article, the adjective, the pronoun, adverbs, numerals, prepositions, regular and irregular verbs, and the use of the subjunctive. The second semester will consist of intermediate readings, with conversation and dictation.

Thursday, 4.15-5.55. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 15.—College French, I—French Classics. (2 points.)

Corneille: A brief survey of the life of Corneille and his place in literature. *Le Cid* and *Polyeucte* will be read, with conversation in French based upon the text. Reports and discussions. The course will help the student understand and study the classical period of French literature.

Saturday, 11.05-12.45. D. J. SPAGNOLI, M.A.
First Semester.

Thursday, 2.20-4.00. EMIL SAMRA, L. és L.
Second Semester.

FRENCH 16.—College French, II—French Classics. (2 points.)

Racine: A brief survey of the life of Racine and his place in literature. *Andromaque* and *Athalie* will be read, with conversation in French based upon the text. Reports and discussions. The course will help the student understand and study the classical period of French literature.

Saturday, 11.05-12.45. D. J. SPAGNOLI, M.A.
Second Semester.

FRENCH 17.—College French, III.—French Classics. (2 points.)

Molière: A brief survey of the life of Molière and his place in literature. *Le Misanthrope* and *Le Bourgeois Gentilhomme* will be read, with conversation in French based upon the text. Reports and discussions. The course will help the student understand and study the classical period of French literature.

Thursday, 2.20-4.00. EMIL SAMRA, L. és L.
First Semester.

FRENCH 18 - 19.—French Composition. (4 points.)

This course includes practical exercises in composition, dictation and translation from English to French of texts of increasing difficulty. There will also be practice in original theme writing. Recommended to students who wish to develop their knowledge of the written language.

Monday, 4.15-5.55. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 21 - 22.—Conversational French. (4 points.)

(*Prerequisite:* Two years of high school French.)

A course in conversational French designed for those who wish to acquire greater facility and ease in expressing themselves in the vernacular. Subjects chosen for study will develop an extensive and practical vocabulary. Occasional discussion of current events in French. Recommended for students intending to take courses in the graduate faculties.

Saturday, 9.15-10.55. D. J. SPAGNOLI, M.A.
Both Semesters.

FRENCH 42.—"La Littérature Expliquée." (2 points.)

A study of the writings of various authors, with an introduction to the history of French literature. This course is designed to develop power of expression, build vocabulary and aid in the comprehension of readings. Especially beneficial to prospective teachers of French who will use the direct method.

Not given 1935-36.

FRENCH 101 - 102.—History of French Literature from Beginnings to 1900. (In French or in English.) (4 points.)

This lecture course aims to bring out the main characteristics of the various epochs in French literature as well as the evolution of French thought and literary ideals from the mediæval *Chansons*

de Geste to the present day. Intended for those who need a rapid survey of French literature and candidates for the M.A. and Ph.D. degrees wishing a general review before the comprehensive examination.

Saturday, 11.05-12.45. ERNEST CHENEL, Ph.D.
Both Semesters.

Methods of Teaching Modern Foreign Languages in Secondary Schools.

Cf. EDUC. 140 - 141.

Problems in Modern Foreign Language Method.

Cf. EDUC. 142 - 143.

Phonetics for Modern Language Teachers.

Cf. EDUC. 139.

GERMAN

GERMAN 1 - 2.—Elementary Course. (4 points.)

No previous knowledge of German required. The course offers an excellent opportunity to those desiring to begin the study of German, and to graduate students looking forward to meeting the language requirement for advanced degrees. The main emphasis is laid on developing reading ability and acquisition of vocabulary. Essential principles of grammar and easy conversation are included in the course in so far as these elements will further the chief aim, namely, developing reading ability.

Friday, 4.15-5.55. ALFRED A. TAUSK, M.A.
Both Semesters.

GERMAN 13.—Intermediate Reading. (2 points.)

(*Prerequisite:* GERMAN 1 - 2 or equivalent.)

The course is designed especially for those who have completed the elementary course and who wish to increase their reading knowledge of German. It includes translation and sight-reading in texts selected on the basis of variety of style, vocabulary and interest. It will appeal especially to those who studied German some time ago and wish an opportunity for review.

Thursday, 4.15-5.55. ALFRED A. TAUSK, M.A.
First Semester.

GERMAN 14.—Intermediate Reading. (2 points.)

The course continues the objectives described in GERMAN 13, but is not dependent upon it. It aims further to develop reading-power and is an excellent preparation for the more advanced courses.

Thursday, 4.15-5.55. ALFRED A. TAUSK, M.A.
Second Semester.

GERMAN 15.—College German, I—German Classics. (2 points.)

Lessing: A brief survey of the life of Lessing and his place in literature. *Minna von Barnhelm* is read, with conversation in German based upon the text. Reports and discussions. The course will help the student understand and study with profit the classical period of German literature.

Not given 1935-1936.

GERMAN 16.—College German, II—German Classics.

Schiller: The course will deal with the life and works of Schiller, Germany's greatest dramatist. Reports and discussions. Reading of *Wilhelm Tell,* with conversation in German based upon the text. The student will find opportunity for furthering his understanding of the classical period of German literature.

Saturday, 9.15-10.55. ALFRED REMY, M.A.
First Semester.

GERMAN 17.—College German, III—German Classics. (2 points.)

Goethe: A study of Goethe's life and works and of his influence upon literature. Reports and discussions. Reading of *Hermann und Dorothea.* This course completes the cycle of introductory courses dealing with this classical period of German literature.

Saturday, 9.15-10.55. ALFRED REMY, M.A.
Second Semester.

GERMAN 21 - 22.—Conversation and Composition. (4 points.)

(*Prerequisite:* Two years of German or equivalent.)

Composition includes a rapid review of German grammar practically applied in the translation of sentences and connected prose illustrating particular principles. Conversation is based on topics of general interest drawn from newspapers and other sources. Later, translation of shorter connected stories and original composition, including letter-writing, is attempted.

Wednesday, 4.15-5.55. ALFRED REMY, M.A.
Both Semesters.

Methods of Teaching Modern Foreign Languages in Secondary Schools.

Cf. EDUC. 140 - 141.

Problems in Modern Foreign Language Method.

Cf. EDUC. 142 - 143.

Phonetics for Modern Language Teachers.

Cf. EDUC. 139.

GREEK

GREEK 1 - 2.—Elementary Greek. (4 points.)

This course is planned to meet the needs of serious and mature students, whether beginners or those desirous of supplementing deficiencies in their previous training in this subject. The progress will be as rapid as possible consistent with a sound understanding of the material covered, and it is hoped that the second semester may be devoted chiefly to reading.

Saturday, 9.15-10.55. EDWARD A. ROBINSON, M.A.
Both Semesters.

HISTORY

SYLVESTER J. HEMLEBEN, Ph.D., *Program Adviser*

All candidates for a degree, except those majoring in History, must take HIST. 3, 4, 5 and 6.

Majors in History: All students majoring in History must take HIST. 3 - 4, 10 - 11, 20, 21, 22, 23, 40, 41, 42, 43, 30 - 31. Other courses in History and Government may be taken under the guidance of the Program Adviser.

HIST. 10 - 11.—Ancient History. (4 points.)

Brief survey of civilization in the ancient Near East: Egypt, Babylonia, Assyria, Palestine; Western Asia; Ægean world; Homeric Age; industrial revolution and colonial expansion; Persian Wars; Athenian Empire; Age of Pericles; Peloponnesian Wars; Alexander the Great; Hellenistic culture; Etruscans; early Rome; Roman conquest of Italy; Punic Wars; world dominion; overthrow of the Republic; Age of Augustus; decline of the Empire.

Tuesday, 4.15-5.55. JOHN V. WALSH, M.A.
Both Semesters.

HIST. 3.—The Middle Ages, I. (2 points.)

The Church and the Roman Empire; breakdown of Roman administration in the West; barbarian invasions and settlements; Byzantine Empire; rise and spread of Mohammedanism; Monasticism and the contributions of the Church to early mediæval civilization; growth and disruption of the Frankish Empire.

Saturday, 9.15-10.55. SYLVESTER J. HEMLEBEN, Ph.D.
First Semester.

HIST. 4.—The Middle Ages, II. (2 points.)

The Feudal Age; Investiture Struggle; Crusades; Papacy and temporal powers; learning and the arts; the Church in mediæval life and culture; trade, commerce and the guilds; life in country

and town; decline of feudalism and rise of national monarchies; Hundred Years' War; Avignon and the Great Schism; the "Conciliar" movement; mediæval legacy to modern culture.

Saturday, 9.15-10.55. SYLVESTER J. HEMLEBEN, Ph.D.
Second Semester.

HIST. 5.—Protestant Revolt. (2 points.)

The "Conciliar" movement. John Huss. The Turkish Menace. The Renaissance and the Church. Decline of Mediæval Christendom. Erasmus and his influence. Germany on the eve of the Reformation. Luther and his revolt. Causes of the spread of the movement. Charles V as "Emperor of Europe." The Peace of Augsburg (1555). Zwingli. Calvin and his influence. The "Aquinas of Protestantism." Henry VIII and the origins of Anglicanism. The Elizabethan Religious Settlement. The Council of Trent and the Counter-Reformation. St. Ignatius and his work.

Tuesday, 4.15-5.55.
First Semester.

Monday, 7.00-8.40. DANIEL J. BELLEW, M.A., LL.B.
Second Semester.

HIST. 6.—The Church in Modern Times. (2 points.)

The Thirty Years' War. The Peace of Westphalia (1648). Gallicanism and Janenism. The growth of Deism. The suppression of the Society of Jesus. The French Revolution and the Church. Napoleon and the Church. The Church under the Metternich régime. The struggle with "Liberalism." Italian unification and the Holy See. The Council of the Vatican. Bismarck and the "Kulturkampf." The Pontificate of Leo XIII. "Christian Democracy." Pius X and his work. The "Modernist Crisis." Benedict XV and the World War. The Church in the contemporary world. Missionary activity. The Church in South America.

Monday, 7.00-8.40.
First Semester.

Tuesday, 4.15-5.55. DANIEL J. BELLEW, M.A., LL.B.
Second Semester.

HIST. 20.—Modern European History, 1500-1713. (2 points.)

Growth of national monarchies; economic and social foundations of Modern Europe; Intellectual Quickening; Protestant Revolt; Era of Spain; Era of France; British struggles against absolutism.

Monday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
First Semester.

HIST. 21.—Modern European History, 1713-1815. (2 points.)

Rise of Prussia and Russia; colonial movements; "Intellectual Revolution"; Old Régime; French Revolution; Napoleonic Europe.

Monday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
Second Semester.

HIST. 23.—Modern European History, 1815-1870. (2 points.)

The French Revolution as a vestibule to the Nineteenth Century; Settlement of Vienna; Era of Metternich; Industrial Revolution; growth of democracy and nationalism; special reference to the Italian *Risorgimento* and the unification of Germany.

Saturday, 11.05-12.45. SYLVESTER J. HEMLEBEN, Ph.D.
First Semester.

HIST. 24.—Modern European History, 1870-1918. (2 points.)

Economic problems; scientific and cultural achievements; the history of Great Britain, France, Italy, Spain, Germany, Austria-Hungary, Russia and the Ottoman Empire in this period; expansion of Europe; brief survey of the historical background of the World War; the World War of 1914-1918.

Saturday, 11.05-12.45. SYLVESTER J. HEMLEBEN, Ph.D.
Second Semester.

HIST. 30.—The World Since the World War, I. (2 points.)

Problems resulting from the Peace Treaties; post-bellum history of Germany, France, England and Ireland; current affairs; emphasis on geographic backgrounds.

Wednesday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
First Semester.

HIST. 31.—The World Since the World War, II. (2 points.)

Post-bellum history of Italy, Russia, the minor countries of Europe; Africa and Asia since the War; the United States and world affairs; contemporary problems; emphasis on geographic backgrounds. Advisable to take the World Since the World War, I, as prerequisite.

Wednesday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
Second Semester.

HIST. 32.—Factors of International Relations. (2 points.)

Geographic, economic, phychological and cultural factors; critical analysis of nationalism, imperialism, militarism and military alliances, secret diplomacy, public opinion; contemporary international problems.

Friday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
First Semester.

HIST. 34.—History of International Relations. (2 points.)

Brief survey of international relations in ancient, mediæval and early modern times; special reference to the detailed outworking of the factors of international relations through a study of pre-war diplomatic history; careful consideration of the causes of the

World War in the light of recent investigations; peace movements and international organization. Advisable to take Factors of International Relations as prerequisite.

Friday, 4.15-5.55. SYLVESTER J. HEMLEBEN, Ph.D.
Second Semester.

HIST. 40 - 41.—American History to 1865. (4 points.)

European backgrounds; English colonies in America; conflict between England and France for control of North America; causes, course and results of the American Revolution; Articles of Confederation; formation of the Constitution; rise of political parties; development of nationalism; foreign affairs; Jacksonian democracy; westward expansion; slavery; secession and the Civil War; emphasis on paralleling economic, social and cultural developments during the period.

Thursday, 4.15-5.55. FRANCIS DOWNING, M.A.
Both Semesters.

HIST. 42 - 43.—American History, 1865 to the Present. (4 points.)

Reconstruction; industrial expansion; agricultural revolution; finance; tariff; capitalism and big business; labor movements; United States, a world power; constitutional development; participation in the World War; post-bellum problems; social and cultural changes; contemporary America.

Friday, 7.00-8.40.
Both Semesters.

IRISH

IRISH 1 - 2.—Modern Irish for Beginners. (4 points.)

First steps. Adjectives. Numerals. The idiomatic use of the prepositional pronoun. Greetings and phrases. Text: Eugene O'Growney, *Simple Lessons in Irish,* Parts 1-3.

Monday, 7-8.40. JOSEPH CAMPBELL.
Both Semesters.

IRISH 3 - 4.—Modern Irish, Second Year. (4 points.)

Text: Christian Brothers, *Aids to Irish Composition* (M. H. Gill and Son, Dublin); Rev. Peter O'Leary, *Seadhna;* Readings from other modern Gaelic writers.

Thursday, 7-8.40. JOSEPH CAMPBELL.
Both Semesters.

IRISH 5 - 6.—Modern Irish, Advanced. (4 points.)

Readings from the Gaelic writers of the Renaissance, 1900-35.

Friday, 7-8.40. JOSEPH CAMPBELL.
Both Semesters.

ITALIAN

ITALIAN 1 - 2.—Elementary Italian. (4 points.)

A beginners' course which will also prove useful to those who have a slight knowledge of Italian and desire to review the elements of the language. It comprises the fundamentals of grammar and syntax; training in correct pronunciation; oral and written exercises; easy readings from modern writers.

Wednesday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 11 - 12.—College Italian. (4 points.)

Thorough review of syntax. Translations, study of idioms and original composition. Conversation based on class work and on topics of general interest. Class reading of selections from the Italian classics of all periods. Special study of contemporary short story writers and novelists, with readings and discussions.

Friday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 101 - 102.—Italian Literature, Part I. (4 points.)

A survey of Italian literature, from the beginnings to the Sixteenth Century, with extensive reading. The relation of the literary movements to history, politics and art will receive much attention.

To be given in 1936-1937. ALEXANDER AUSILI, M.A.

ITALIAN 103 - 104.—Italian Literature, Part II. (4 points.)

The period treated is from the Seventeenth Century to the present time.

Monday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 105.—Dante: "La Divina Commedia." (Inferno.) (2 points.)

Introduction to the study of the *Commedia.* Reading and interpretation of the *Inferno.*

Tuesday, 6-7.40. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 106.—Dante: "La Divina Commedia." (Purgatorio). (2 points.)

Tuesday, 6-7.40. ALEXANDER AUSILI, M.A.
Second Semester.

ITALIAN 107.—Dante: "La Divina Commedia." (Paradiso). (2 points.)

Friday, 4.15-5.55. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 108.—Petrarca: "Il Canzoniere." (2 points.)

Friday, 4.15-5.55. ALEXANDER AUSILI, M.A.
Second Semester.

ITALIAN 109 - 110.—The Short Story in Italian Literature. (2 points.)

This course will deal with the evolution of the Italian *novella* from the dawn of Italian literature to modern times. A critical study of the language, style, technique, art and influence of the various writers will accompany the class reading of the more representative short stories of the several literary periods.

Thursday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

LATIN

LATIN 11 - 12.—Latin Composition, I. (4 points.)

Latin composition for undergraduates of Freshman year.

Saturday, 11.05-12.45. ALEXANDER AUSILI, M.A.
Both Semesters.

LATIN 13.—Cicero: "Pro Archia" and "Pro Marcello." (2 points.)

Translation and syntax. Study of language and style.

Wednesday, 4.15-5.55. ALEXANDER AUSILI, M.A.
First Semester.

LATIN 14.—Cicero: "Pro Milone." (2 points.)

Translation and syntax. Special emphasis on rhetorical features of the oration.

Wednesday, 4.15-5.55. ALEXANDER AUSILI, M.A.
Second Semester.

LATIN 15.—Livy: Book XXI. (2 points.)

Saturday, 1.15-2.55. ALEXANDER AUSILI, M.A.
First Semester.

LATIN 17.—Horace: "Satires." (2 points.)

Reading and interpretation. Study of the development and the growth of the satire in Latin literature.

Saturday, 9.15-10.55. ALEXANDER AUSILI, M.A.
First Semester.

LATIN 19.—Horace: "Odes and Epodes." (2 points.)

Reading and interpretation. Literary and mythological references. Study of meters.

Tuesday, 4.15-5.55. LAWRENCE J. MANNION, JR., A.B.
First Semester.

LATIN 21.—Tacitus: "Germania." (2 points.)

Saturday, 9.15-10.55. ALEXANDER AUSILI, M.A.
Second Semester.

LATIN 22.—Horace: "Ars Poetica" and Selected "Epistles." (2 points.)

Saturday, 1.15-2.55. ALEXANDER AUSILI, M.A.
Second Semester.

LATIN 24.—Juvenal: "Satires." (2 points.)

Tuesday, 4.15-5.55. LAWRENCE J. MANNION, JR., A.B.
Second Semester.

LATIN 180.—Cicero: "De Natura Deorum." (2 points.)

The *De Natura Deorum* will be read and discussed in class as the basis for a study of Cicero's opinions on philosophical and religious questions.

Thursday, 4.15-5.55. EDWARD A. ROBINSON, M.A.
Second Semester.

LATIN 181.—Pliny: Letters. (2 points.)

A study of the literary and social background of this cultured Roman of the First Century as depicted in his correspondence.

Thursday, 4.15-5.55. JOHN J. SAVAGE, Ph.D.
First Semester.

LATIN 182.—Ovid: The "Metamorphoses." (2 points.)

The student will be expected, in addition to doing extensive reading in the *Metamorphoses,* to study and report on the significance of this work of Ovid in later European literature.

Saturday, 9.15-10.55. JOHN J. SAVAGE, Ph.D.
Second Semester.

LATIN 185.—Readings from the Latin Fathers. (2 points.)

A survey of Christian Latin literature to the end of the Fifth Century. This course will serve as a general introduction to Latin Patristics, and the readings will be selected primarily with regard to their literary and historical interest; provision, however, will be made for those who may wish to pursue problems of research in other branches of patristic study.

Saturday, 11.05-12.45. EDWARD A. ROBINSON, M.A.
First Semester.

LATIN 191 - 192.—The History of Latin Literature. (4 points.)

A survey of the main currents in Latin Literature from its beginnings to the death of Hadrian. The student will be expected to read independently in the authors studied. It is recommended that the course be pursued throughout the year, but the material will be divided in such a way as to permit the work of either semester to be attempted separately.

Saturday, 11.05-12.45. JOHN J. SAVAGE, Ph.D.
Both Semesters.

MATHEMATICS

MATH. 13.—Solid Geometry. (2 points.)

Simple models constructed and studied. Theorems and problems, with practical applications.

Saturday, 9.15-10.55. ADOLPH A. LIPPE, M.A.
First Semester.

Monday, 4.15-5.55. LAWRENCE J. MANNION, JR., A.B.
Second Semester.

MATH. 15.—Plane Trigonometry. (2 points.)

Trigonometric functions. Formulæ. Solution of the plane triangle. Trigonometric equations and identities. Problems.

Monday, 4.15-5.55.
First Semester.

Thursday, 7-8.40. LAWRENCE J. MANNION, JR., A.B.
First Semester.

Saturday, 9.15-10.55. ADOLPH A. LIPPE, M.A.
Second Semester.

MATH. 21.—College Algebra, I. (2 points.)

Theory of equations. Horner's method. Cardan's solution of the cubic equation. The bi-quadratic. Permutations and combinations. Choice and chance. Partial fractions.

Saturday, 11.05-12.45. WILLIAM SHIELDS, B.S.
First Semester.

MATH. 22.—College Algebra, II. (2 points.)

Determinants. Applications in mathematical analysis. Complex numbers. De Moivre's theorem. Infinite series. Binomial theorem.

Saturday, 11.05-12.45. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 32.—Analytic Geometry. (2 points.)

Systems of co-ordinates. Loci and equations. The conic sections. The general quadratic and loci.

Saturday, 9.15-10.55. WILLIAM SHIELDS, B.S.
Either Semester.

MATH. 41.—Spherical Trigonometry. (2 points.)

Solution of the spherical triangle. Problems. Applications.

Not given in 1935-1936. WILLIAM SHIELDS, B.S.

MATH. 42.—Co-ordinate Geometry of Three Dimensions. (2 points.)

Surfaces, volumes and their equations. Problems. Applications.

Thursday, 4.15-5.55. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 61.—Differential Calculus. (2 points.)

Differentiation of algebraic and transcendental functions. Problems of rates, maxima and minima, curvature, etc. Geometrical and physical applications of derivatives and differentials.

Friday, 4.15-5.55. WILLIAM SHIELDS, B.S.
First Semester.

MATH. 62.—Integral Calculus. (2 points.)

Fundamental methods of integration and reduction of expressions to standard integrable forms. Indefinite and definite integrals. problems of areas, volumes, length of curves, mean values, motion, etc.

Friday, 4.15-5.55. WILLIAM SHIELDS, B.S.
Second Semester.

MATH. 63.—Advanced Calculus. (2 points.)

Continuation of MATH. 61 and 62. Taylor's series. Curve tracing. Complex variable. Double and triple integration.

Not given 1935-1936.

MATH. 64.—Projective Geometry. (2 points.)

The course is introductory to modern geometry and deals with the projective properties of fundamental forms of the first and second orders. The treatment of topics is chiefly synthetic.

Tuesday, 4.15-5.55. ADOLPH A. LIPPE, M.A.
Second Semester.

MATH. 65.—Modern Geometry. (2 points.)

Geometry of the triangle, the circle, and the sphere. The theory of similar figures and inversion. Recommended for teachers of geometry in the secondary schools.

Tuesday, 4.15-5.55. ADOLPH A. LIPPE, M.A.
First Semester.

MATH. 105 - 106.—Mathematics for Junior High School Teachers. (4 points.)

Junior high school mathematics from the point of view of the teacher; a course in professionalized subject-matter and in methods. The course will deal with proper backgrounds, educational values, and teaching procedure.

Saturday, 1.15-2.55. ADOLPH A. LIPPE, M.A.
Both Semesters.

Methods of Teaching Arithmetic in Elementary Schools.

Cf. EDUC. 101, 102.

Methods of Teaching Mathematics in Secondary Schools.

Cf. EDUC. 151 - 152.

PHILOSOPHY

Head of Department and Chairman of Faculty Committee:

Rev. George D. Bull, S.J.

Conference hours by appointment.

UNDERGRADUATE COURSES

PHIL. 11 - 12.—Dialectics or Formal Logic. (2 points.)

Philosophy: definition and division. Logic, minor and major. The three operations of the mind. *The Idea.*—Divisions of ideas. Universals. The predicables. Porphyrian tree. Divisions of terms. Analogy. Supposition of terms. *Judgment.*—Divisions. Propositions, divisions. Opposition, equipollence, conversion. *Reasoning.*—The syllogism, laws, kinds, figures and modes. Fallacies. Definition and division.

Tuesday, 7-8.40. — William R. White, Jr., A.B.
First Semester.

Tuesday, 4.15-5.55. — Rev. Peter J. Lambe, Ph.D.
Either Semester.

Saturday, 11.05-12.45. — Rev. Michael J. Mahony, S.J.
First Semester.

Saturday, 1.15-2.55. — William R. White, Jr., A.B.
Second Semester.

PHIL. 21.—Epistemology, Part I. (2 points.)

(*Prerequisite:* Formal Logic.)

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. State of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Natural and philosophical certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

Tuesday, 4.15-5.55. — Rev. Michael J. Mahony, S.J.
First Semester.

Saturday, 1.15-2.55.
First Semester.

Tuesday, 7-8.40. — William R. White, Jr., A.B.
Second Semester.

Saturday, 11.05-12.45. — Rev. Michael J. Mahony, S.J.
Second Semester.

PHIL. 22.—Epistemology, Part II. (2 points.)

(*Prerequisite:* Epistemology, Part I.)

The means of acquiring truth and certitude: the external and internal senses; their validity; exposition and criticism of the different theories of sense-perception; phenomenal idealism; physi-

cal realism; representative and presentative realism; Kantianism; intellect and its different functions; reasoning, intellectual memory and consciousness; conscience. Belief in divine testimony, in human testimony, regarding present and past events. Oral tradition; monuments; history; doctrinal testimony.

Universal ideas; nominalism; exaggerated realism; modern realism. The ultimate and universal criterion of truth and certainty; traditionalism; subjective criteria; objective evidence.

Monday, 7-8.40. — William R. White, Jr., A.B.
First Semester.

Saturday, 1.15-2.55. — Rev. Peter J. Lambe, Ph.D.
First Semester.

Tuesday, 4.15-5.55. — Rev. Michael J. Mahony, S.J.
Second Semester.

PHIL. 31.—Elements of Ontology and Cosmology. (2 points.)

(*Prerequisite:* Epistemology, Parts I and II.)

The notion of being. Contraction and predication. Potency and act. The three great ontological principles. Transcendental attributes. Essence: its cognoscibility. Existence. Materialism, pantheism, creation. Atomism, dynamism, hylomorphism.

Friday, 4.15-5.55. — Rev. Peter J. Lambe, Ph.D.
First Semester.

Monday, 7-8.40. — William R. White, Jr., A.B.
Second Semester.

Saturday, 1.15-2.55. — Rev. Peter J. Lambe, Ph.D.
Second Semester.

PHIL. 41.—General Psychology, I. (2 points.)

(*Prerequisite:* PHIL. 31.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Thursday, 4.15-5.55. — William R. White, Jr., A.B.
First Semester.

Thursday, 7-8.40. — Rev. Stephen L. J. O'Beirne, S.J.
Second Semester.

PHIL. 42.—General Psychology, II. (2 points.)

(*Prerequisite:* PHIL. 41.)

The human soul; one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

Thursday, 7-8.40. — Rev. Stephen L. J. O'Beirne, S.J.
First Semester.

Thursday, 4.15-5.55. — William R. White, Jr., A.B.
Second Semester.

PHIL. 51.—Ethical Principles. (2 points.)

Ethics; its nature, object, necessity, scope. Human acts. Man's final end; objective and subjective. Meaning of moral good. Moral determinants. Theories of moral Positivists. The criteria of morality. The eternal law. The natural law.

Wednesday, 7-8.40.
First Semester.

Saturday, 1.15-2.55. REV. JOSEPH A. CAHILL, A.B.
Second Semester.

PHIL. 52.—Problems in Individual and Social Ethics. (2 points.)

The meaning of duty. Rights. Absolute character of duty. Natural religion. Duties to God; rationalism; indifferentism. Man's duties to self. Suicide, killing, lying. Justice problems; rights of ownership, communism; socialism. Contracts; rights of disposing property by will. Trade unions. Strikes.

Wednesday, 7-8.40.
Second Semester.

Saturday, 1.15-2.55. REV. JOSEPH A. CAHILL, A.B.
First Semester.

PHIL. 61.—Natural Theology, I. (2 points.)

The Existence of God. Cognoscibility, ontologism, traditionalism. Metaphysical proof. Argument from design. Moral proof.

Saturday, 11.05-12.45.
First Semester.

Friday, 4.15-5.55. WILLIAM R. WHITE, JR., A.B.
Second Semester.

PHIL. 101 - 102.—History of Greek Philosophy. (4 points.)

I. The lives of the Greek philosophers, and a study of the development of Greek thought, based on a systematic arrangement of the source materials. From Thales to Plato.

II. From Aristotle to Plotinus.

Saturday, 11.05-12.45. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 113 - 114.—History of Modern Philosophy. (4 points.)

(*Prerequisite:* All undergraduate courses or permission of the professor.)

Cartesianism: Exposition, appreciation and criticism of Descartes' system and its developments; the occasionalism of Geulincx; the ontologism of Malebranche; the pre-established harmony of Leibnitz; the pantheism of Spinosa.

Empiricism: Exposition and criticism of the empirical sensism of Locke; the objective idealism of Berkeley; the phenomenal scepticism of Hume. Positivism, rationalism; agnosticism—Darwin and theories of evolution. Mill, Spencer. Transition to Kant.

German Idealism: Kant. An exposition and criticism of Kant's philosophy. The development of Kant by Fichte, Schelling, Hegel, Schopenhauer, Nietzsche. Contemporary American philosophy. James, Royce, Dewey. Realism, idealism, relativism, pragmatism, humanism.

N.B.—The different theories of knowledge set forth by the above philosophers, from Descartes to Dewey, explained and criticized; by way of contrast to each of the systems of modern philosophy, the teachings of Scholasticism are always stressed.

Thursday. REV. MICHAEL J. MAHONY, S.J.
Both Semesters.

PHYSICS

N.B.: Tuition for Physics courses, $10.00 a point.

PHYS. 11 - 12.—General Physics. (8 points.)

The subjects treated will be: mechanics, sound, heat, light, electricity. Laboratory assignments will follow associated lecture work. The course aims to give a fundamental course in college physics and prepares for specialized elective work in the following years.

Three lecture and one laboratory periods a week.

(*This course satisfies medical school entrance requirements.*)

Monday, 7.55-9.40 (Downtown).
Friday, 7-9.40 (Uptown). WILLIAM P. HURLEY, M.A.

Methods of Teaching Physics.

Cf. EDUC. 160.

PHYS. 103 - 104.—Differential Equations. (4 points.)

Equations of the first order and degree, first order equations of higher degree, equations of higher orders, equations with variable coefficients, simultaneous equations, partial differential equations.

Monday, 2.20-3.15.
Friday, 10.00-10.50.
Both Semesters.

PHYS. 105 - 106.—Electricity and Magnetism. (6 points.)

Magnetostatics, electrostatics, electric currents, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases.

Wednesday, 1.25-2.15.
Thursday, 1.25-3.15.
Both Semesters.

PHYS. 107 - 108.—Laboratory Course in Electricity. (2 points.)

A course of one two-hour laboratory period per week throughout the year. It will follow the lecture work associated with PHYS. 105 - 106.

Friday, 1.25-3.15.
Both Semesters.

PHYS. 109 - 110.—Physical Optics. (4 points.)

A lecture course of two hours per week during which the following topics will be treated: Reflection, refraction, dispersion, interference, diffraction, the electromagnetic theory of light, polarization, the optical properties of metals, etc.

Hours to be arranged.
Both Semesters.

PHYS. 111 - 112.—Introduction to Modern Physics for Teachers of Philosophy. (2 points.)

A lecture course of one hour per week throughout the year.

Hours to be arranged.
Both Semesters.

POLITICAL PHILOSOPHY

POL. 13.—Economics, I. (2 points.)

Its relation to ethics. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange, Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages.

Saturday, 11.05-12.45. — Rev. Edmund J. Burke, S.J.
First Semester.

Monday, 7-8.40. — Morris C. Deshel, M.A., J.S.D.
Second Semester.

POL. 14.—Economics, II. (2 points.)
(*Prerequisite:* POL. 13.)

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Protection and free trade.

3. *Transportation.*—Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debt.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

Monday, 7-8.40. MORRIS C. DESHEL, M.A., J.S.D.
First Semester.

Saturday, 11.05-12.45. REV. EDMUND J. BURKE, S.J.
Second Semester.

POL. 16.—Economic History of the United States. (2 points.)

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

Monday, 4.15-5.55. REV. EDMUND J. BURKE, S.J.
Second Semester.

POL. 20 - 21.—General Sociology. (4 points.)

It is the purpose of this course to develop a comprehensive and co-ordinated survey of the results of modern sociological study and research which will serve as an adequate foundation for more advanced specialization in this field. The major accepted conclusions of modern sociological thought will be critically examined and evaluated.

Wednesday, 4.15-5.55. WILLIAM L. LEEN, M.A.
Both Semesters.

POL. 123 - 124.—Government in the United States. (4 points.)

It is the purpose of this course to develop a comprehensive survey of national, state and local government in the United States, and of their mutual interrelations, to point out the major problems which have arisen, and to discuss critically both their suggested and adopted solutions, emphasizing the dominant trends of remedial action.

Wednesday, 7-8.40. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 125 - 126.—American Constitutional Law and Limitations. (4 points.)

(*Prerequisite:* Government in the United States—POL. 123 - 124.)

It is the purpose of this course to develop, on the basis of the decisions of the Supreme Court of the United States, a co-ordinated presentation of our American Constitutional Legal Tradition; and to examine critically in the light of this established tradition and its immense potentialities the major projects which have been formulated and legislatively enacted by the protagonists of the so-called "New Deal."

Finally an attempt will be made, on the basis of the data, legal, sociological and economic so assembled, to evaluate objectively the alleged present need for far-reaching constitutional reform which is being urged with increasing insistence.

Section A: Wednesday, 11-12.40, and
Section B: Friday, 4.15-5.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 151 - 152.—General Economic History. (4 points.)

It is the purpose of this course to discuss the four typical stages of economic development, especially the history of the Industrial Revolution and of Capitalism in England and America, including a survey of the international division of labor in its geographical aspects.

Principal References: Reference readings will be indicated during the progress of the course.

Thursday, 4.15-5.55. FRIEDRICH BAERWALD, Ph.D.
Both Semesters.

POL. 161 - 162.—The Social Structure. (4 points.)

This course will deal with the general subject-matter of sociology through an analysis of the social structure. Following a preliminary treatment of relevant social concepts and current sociological terminology, attention will be focused on the more fundamental social forms and social forces. The following will be analyzed: Community; the family; the class system; types of associations, institutions and groups; social codes; fashion; custom; imitation; law; mores; morals and types of social sanctions. Special attention will be given to the social heritage, the environment and factors conditioning social processes. Sociological theories of social change will be discussed and an attempt will be made to analyze this problem in the light of the various conditioning factors and in relation to individual and social values.

Tuesday, 4.15-5.55. WILLIAM L. LEEN, M.A.
Both Semesters.

POL. 169 - 170.—Social Processes. (4 points.)

Analysis of the fundamental forms of social interaction is made with a view to ascertaining what principles may be found. Competition, conflict, mutual aid, differentiation, accommodation, stratification, assimilation, invention and diffusion are among the proc-

esses and their results which are studied. The sociology of war and revolution together with that of propaganda are considered in some detail.

Wednesday, 4.15-5.55. JAMES VAUGHAN, M.A.
Both Semesters.

POL. 171 - 172.—Principles and Methods of Vital Statistics. (4 points.)

This course will deal with fundamental quantitative methods and with particular reference to vital data. The first part of the course will be devoted to the study of elementary statistical methods and underlying principles. The following will be discussed: Misuses of statistical data; the frequency of distribution; methods of summarization; measures of variation and dispersion; methods of collecting, sampling and interpreting social and vital data. The latter part of the course will be devoted to a statistical study of the composition of population, the analysis and uses of statistics of birth, morbidity, general occupational and infant mortality, the costs of morbidity, the control of infant mortality, and the changing life span.

Friday, 4.15-5.55. WILLIAM L. LEEN, M.A.
Both Semesters.

PSYCHOLOGY

PSYCH. 103.—Advanced General Psychology. (2 points.)

The Scholastic exposition of mind and consciousness. The faculty theory; misconceptions of the faculty theories. Modern attempts to define mind and mental functions. Complexes and dissociation. The mental span, attention and interest. The subconscious and the unconscious mind. Sleep, dreams, hypnosis and the phenomena of suggestion and telepathy. Trance states, multiple and co-conscious personalities. The empirical aspects of personality. Personality tests. Personality types. Unity and substantiality of the mind.

Tuesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
First Semester.

PSYCH. 105 - 106.—History of Psychology. (4 points.)

The object of this course is to provide a most important foundation for any graduate work in psychology. To appreciate adequately the modern trend towards experimental and quantitative methods, the student must become acquainted with the development of psychological thought from Plato and Aristotle, from Augustine, Thomas Aquinas, Scotus and Suarez down to the later and modern German, French, English and American experimentalists. This course will offer an historical and critical survey of the contributions of the great leaders in psychology and will trace the influence of their contributions on the development of theory, research and methodology.

This is an introductory course to PSYCH. 108.

Tuesday, 4.15-5.55. HARRY MCNEILL, Ph.D.
Both Semesters.

PSYCH. 108.—Modern Schools of Psychology. (2 points.)

A critical analysis of the sources and the principal teachings of the structural, functional, psychoanalytic, behavioristic, hormic, dynamic and gestalt psychologies.

Tuesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
Second Semester.

PSYCH. 107.—Physiological Psychology. (2 points.)

Nerve stimulation and conduction. Reflex, cerebral, cerebellar and autonomic functions. Relation of physiological processes to mental phenomena, normal and abnormal. The special senses. Cerebral localization. The aphasias. The local sign theory. The endocrine structures and their psychological significance. Pleasure and pain. The temperaments. The unity of the human mind. Relation of physiological research to psychological theory.

Tuesday, 4.15-5.55. JOSEPH F. KUBIS, M.A.
First Semester.

PSYCH. 109 - 110.—Experimental Psychology, I. (4 points.)

A laboratory course covering a selected number of typical individual and group experiments in perception, reaction-time, attention, memory, learning, thought and volition.

Wednesday, 4.15-5.55. HARRY MCNEILL, Ph.D.
Both Semesters. AND ASSISTANTS.

PSYCH. 113 - 114.—Psychiatry. (4 points.)

History of mental disorders. Factors of heredity, physique, disease, endogenous poisons and emotional traumata in causation of mental disease. Symptomatology presented with dynamics and mechanisms. Special study of psychoneuroses. Modern theory and practice of treatment and prevention.

Monday, 4.15-5.55 THOMAS E. BAMFORD, JR., M.D., Med.Sc.D.
Both Semesters.

PSYCH. 115 - 116.—Guidance of Ungraded Children. (4 points.)

The purpose of this course is to acquaint school principals and teachers and those qualifying for certification in educational guidance with the present tendencies and practices in the field of special treatment for retarded children. The organization, administration and methods which have proved effective with ungraded class children will be considered. The principles underlying these successful methods, organization and administration will be analyzed. Follow-up studies of the vocational adjustment of former ungraded class children will be undertaken.

Tuesday, 4.15-5.55. FRANCES M. GUANELLA, Ph.D.
Both Semesters.

PSYCH. 112.—Psychology of Adolescence. (2 points.)

The physical and mental changes, associated with adolescence. Interests and ideals. Social tendencies, problems and adjustments. Factors in youthful skepticism. Instincts, impulses, will training and religious education. Causes of abnormalities and delinquency.

Wednesday, 4.15-5.55. KATHRYN E. SEROTA, M.A.
Both Semesters.

PSYCH. 117.—High School Guidance. (2 points.)

The principles of vocational and educational guidance for teachers and counselors in junior and senior high schools. The topics to be treated will include: Counseling techniques, exploratory and try-out courses, occupations classes, cumulative records, occupational information, follow-up methods and case studies in guidance.

Wednesday, 4.15-5.55. VICA F. WALDRON.
First Semester.

PSYCH. 119 - 120.—Organization and Administration of Guidance. (4 points.)

The problems of establishing and directing a guidance program: the principles on which guidance work rests; the program of activities; qualifications of advisers, counselors, deans of boys and girls; school relationships in the functioning guidance program. The problems of organizing and maintaining a guidance program in the small high school, in the continuation school, in the rural school, in the special school, in the junior college, in the college and university.

Friday, 4.15-5.55. RUTH BYRNS, Ph.D.
Both Semesters.

PSYCH. 121.—Problems of Educational and Vocational Guidance. (2 points.)

This course will present an introduction to the entire problem of guidance. Opportunities will be presented to work out special guidance problems of the following types: (1) Surveys of pupils' vocational interests. (2) Plans for testing program for guidance needs. (3) Case-study investigations of problem pupils. (4) Evaluating already established guidance programs and activities. (5) Follow-up surveys of graduates and drop-outs. (6) Developing orientation programs for new pupils. (7) Developing home-room guidance programs. (8) Surveys of occupational opportunities for young people.

Friday, 4.15-5.55. RALPH P. GALLAGHER, B.S.
First Semester.

PSYCH. 122.—Occupational Analysis. (2 points.)

Sources of occupational information, their variety and reliability. Bibliographies, government bulletins, reports of other investigations, periodical literature, interviews, observation, job analysis, time and motion study, etc. Means of ascertaining work done,

abilities and preparation required, composition, stability, working conditions, factors which cause dissatisfaction, miscellaneous advantages and disadvantages, cautions to be observed in the interpretation of data. The psychology of testimony. Biased reports and misinformation, intentional and unintentional.

Friday, 4.15-5.55. RALPH P. GALLAGHER, B.S.
Second Semester.

PSYCH. 123 - 124.—Occupational Opportunities and Placement. (4 points.)

Combined lecture and field visits to employment offices. The lectures will consist of a survey of the development of the free employment office in the United States with special reference to the New York State Employment Service; discussion of the problems arising in the process of placement and some of the solutions to these problems now being used by progressive employment agencies. Visits will be made to different types of employment bureaus in the city.

Thursday, 4.15-5.55. MARGUERITE H. COLEMAN, M.A.
Both Semesters.

RELIGION

REL. 11 - 12.—Popular Apologetics. (4 points.)

Revelation, natural and supernatural. Miracles and prophecies. The Christian revelation. The Divinity of Christ. The institution and end of the Church. The constitution of the Church. St. Peter given the primacy of jurisdiction. The Pope, the successor of St. Peter. The infallibility of the Pope. The marks of the Church. Church and State.

Thursday, 4.15-5.55. REV. MARTIN J. SCOTT, S.J.
Saturday, 11.05-12.45.
Both Semesters.

REL. 13 - 14.—Sociological Values of Religion. (4 points.)

The ideas of progress, culture and civilization analyzed and treated historically. The energizing influence of Christianity to every detail of human welfare. Development of culture and civilization through the Christian religion by its directive, authoritative, legislative and interpretative influence on such problems as human life, personality, labor, marriage, government, health, property, wages.

Tuesday, 7-8.40. REV. EDWARD J. TOBIN, Ph.D.
Both Semesters.

Teaching Religion in Elementary Schools.

Cf. EDUC. 153 - 154.

Teaching Religion in Secondary Schools.

Cf. EDUC. 157 - 158.

SCIENCE

SCI. 1.—General Science, I. (2 points.)

A general study of matter and energy relative to physics, chemistry and biology. The following subjects are considered: the structure of matter. The elements. Common inorganic and organic compounds. States of matter. Laws governing matter as a gas, a liquid, or as a solid. Use of matter as a gas, liquid, or solid, by man. How water serves man. Electricity in the service of man. Clothing: source and care. Light in the service of man. Life on earth. Diseases and how we fight them. Contributions of science for the conservation of health. Weather and climate, etc.

Saturday, 9.15-10.55.
First Semester.

Monday, 4.15-5.55. PETER J. CONROY, Ph.G., Ph.D.
Second Semester.

SCI. 2.—General Science, II. (2 points.)

Continuation of SCI. I.

A study of matter and energy relative to physics, chemistry and biology.

Monday, 4.15-5.55.
First Semester.

Saturday, 9.15-10.55. PETER J. CONROY, Ph.G., Ph.D.
Second Semester.

SCI. 23.—Physiology and Hygiene, I. (2 points.)

This course includes a general study of the structure and functions of the skeletal, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Also a general survey of the scientific knowledge relative to the health of the individual and the community. Hygiene of nutrition, exercise and rest.

Thursday, 4.15-5.55. PETER J. CONROY, Ph.G., Ph.D.
First Semester.

Wednesday, 7-8.40. HELEN LIDDELLE JONES, M.A.
Second Semester.

SCI. 24.—Physiology and Hygiene, II. (2 points.)

This course presents the principles of physiology, with a study of the important part taken by air, water, soil, food bacteria, in relation to health.

Thursday, 4.15-5.55. PETER J. CONROY, Ph.G., Ph.D.
Second Semester.

Wednesday, 7-8.40. HELEN LIDDELLE JONES, M.A.
First Semester.

SCI. 71 - 72.—Food and Nutrition. (4 points.)

In this course, the essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special emphasis will be placed on dietary needs of the growing child and the ways in which the parents or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. This course will be of special interest to social workers and teachers of home economics and physical education. It will be equally helpful to elementary and high school teachers and teachers in continuation schools.

Monday, 4.15-5.55. HELEN LIDDELLE JONES, M.A.
Both Semesters.

SCI. 72.—Food and Nutrition, II. (2 points.)

Friday, 7-8.40. HELEN LIDDELLE JONES, M.A.
First Semester.

SCI. 71.—Food and Nutrition, I. (2 points.)

Friday, 7-8.40. HELEN LIDDELLE JONES, M.A.
Second Semester.

For other science courses look under Biology, Chemistry and Physics.

SPANISH

SPAN. 1 - 2.—Elementary Course. (4 points.)

No previous knowledge of Spanish required. This course is designed for those wishing to begin the study of Spanish and for graduate students wishing to comply with language requirements for advanced degrees. Ability in reading, and the development of a broad vocabulary will be stressed. Fundamentals of grammar and conversation are included in so far as they are conducive to the acquisition of a good reading knowledge of Spanish.

Saturday, 11.05-12.45. HELEN M. LANE, M.A.
Both Semesters.

SPAN. 13.—Intermediate Reading. (2 points.)

(*Prerequisite:* SPANISH 1 - 2 or equivalent.)

This course provides a fine opportunity to those who, having an elementary knowledge of Spanish, wish to develop a greater facility in reading, as well as to those who are returning to the study of Spanish after a lapse of time and wish to renew their former knowledge. It includes translation and sight-reading in texts chosen for their variety of style, vocabulary and interest.

Tuesday, 7-8.40. HELEN M. LANE, M.A.
First Semester.

SPAN. 14.—Intermediate Reading. (2 points.)

This course is a further development of the aims outlined in SPANISH 13, though independent of it. It aims at speed and fluency in reading and is especially valuable as a preparation for more advanced courses.

Tuesday, 7-8.40. HELEN M. LANE, M.A.
Second Semester.

SPAN. 15.—College Spanish, I—Spanish Classics. (2 points.)

Lope de Vega: Stage previous to Lope—Lope's contributions—his place in literature. *Amar Sin Saber a Quien.* Ruiz de Alarcon. *Las Paredes Oyen.*

Tuesday, 4.15-5.55. HELEN M. LANE, M.A.
First Semester.

SPAN. 16.—College Spanish, II—Spanish Classics. (2 points.)

Calderon: Life, works, place in literature. *El Alcalde de Zalamea.* Tirso de Molina, *Don Gil de las Calzas Verdes.*

Tuesday, 4.15-5.55. HELEN M. LANE, M.A.
Second Semester.

SPAN. 17.—College Spanish, III—Spanish Classics. (2 points.)

Cervantes: His life, works and place in literature. *Don Quijote* and *Novelas Ejemplares* are read. Conversation and discussion in Spanish of incidents in the text. Conclusions and reports on discussions. The background of the period will be studied.

Not given in 1935-1936.

SPAN. 21 - 22.—Spanish Conversation and Composition. (4 points.)

This course is offered to those who already have a general knowledge of the basic principles of the language. It will intensify the knowledge of the language by means of a synoptical review of grammar, supplemented by conversation, reading, translation and composition work.

Wednesday, 4.15-5.55. HELEN M. LANE, M.A.
Both Semesters.

SPAN. 23 - 24.—Advanced Composition and Stylistics. (4 points.)

An advanced course in oral and written composition. A study of the peculiarities of style and vocabulary will be made in selections from the principal contemporary Spanish authors. There will be translation from English into Spanish of texts of increasing difficulty, accompanied by class discussions of the student's

translations. There will also be practice in original essays. Special emphasis will be given to the study of vocabulary, use of tenses and idioms.

Friday, 4.15-5.55. HELEN M. LANE, M.A.
Both Semesters.

Phonetics for Modern Language Teachers.

Cf. EDUC. 139.

Methods of Teaching Modern Language in Secondary Schools.

Cf. EDUC. 141 - 142.

Problems in Modern Foreign Language Methods.

Cf. EDUC. 143 - 144.

Introduction to Romance Philology.

Cf. FRENCH 293.

SPEECH

GEORGE GLASGOW, M.A., *Program Adviser*

All candidates for a degree must take SPEECH 1 and 2. Students, who in the judgment of the Department need further Speech work, may be required to take other courses in Speech without credit.

Major in Speech: Students who wish to major in Speech must take SPEECH 1 - 2; 4 - 5; 10 - 11; 21; 30 - 31; and ENG. 19. Other courses in Speech are to be taken under the direction of the Program Adviser.

SPEECH 1.—Voice and Diction, I. (2 points.)

(Voice recording fee, $1.00.)

A course designed to develop the essentials of a good voice and clear, accurate enunciation. Resonance, modulation, breathing, posture, inflection, stress and quality will be considered. Constructive procedures will be suggested for difficulties such as throat fatigue, huskiness and indistinct speech. Methods and class drills will be used to establish the unit speech skills and their combined functions in effective speech.

Saturday, 11.05-12.45. GEORGE GLASGOW, M.A.
First Semester.

SPEECH 2.—Voice and Diction, II. (2 points.)

(Voice recording fee, $1.00.)

Comparative values of emphasis types. Phrasing, word pronunciation, dialects, provincialisms and careless utterance. Style suited to conversation and group discussion will be stressed. Each

student's speech will be analyzed. Prose and poetry selections will aid in the acquisition of ease and fluency. Individual speech records help in the speech pattern analysis and to facilitate improvement. Recommended for the teaching and business professions.

Saturday, 11.05-12.45. GEORGE GLASGOW, M.A.
Second Semester.

SPEECH 3.—Remedial Course. (2 points.)

(*Prerequisite:* SPEECH 1 or 2 or equivalent. Voice recording fee, $1.00.)

This course is for the student with some specific speech fault or anyone needing special help on some phase of speech work. Class drills for the correction of lisping, foreign accent, dialects and slovenly speech. Intensive training and individual help aid in improving the difficulties. The work will include theory sufficient for an understanding of the methods used and the standards to be attained. Weekly conferences with the instructor.

Tuesday, 4.15-5.55. MARY O'BRIEN, M.A.
Either Semester.

SPEECH 4.—Speech Correction, I. (2 or 3 points.)

This course is a comprehensive study of the theories and practices relevant to voice and speech improvement. Corrective procedures for speech abnormalities according to recent scientific progress. Causation, diagnosis and treatment of aphonia, hoarseness, stuttering, delayed speech, and aphasia. The formation of speech habits in the child. Language origin and development.

Lectures, discussions, and reports.

Wednesday, 4.15-5.55. GEORGE GLASGOW, M.A.
First Semester.

SPEECH 5.—Speech Correction, II. (2 or 3 points.)

Methods in the correction of lisping, lallation, nasality and foreign accent. Consideration of the structure and function of the diaphragm, larynx, tongue, sinuses and other speech organs. The neurological control of the speech mechanism. Scientific means of testing speech handicaps.

Wednesday, 4.15-5.55. GEORGE GLASGOW, M.A.
Second Semester.

SPEECH 6c1-7c1.—Speech Correction Laboratory. (4 points.)

(*Prerequisite:* SPEECH 1 and 2 or equivalents.)

A laboratory of speech improvement which provides opportunities to acquire supervised experience in clinical practice.

Tuesday and Friday, 4.00-5.00. GEORGE GLASGOW, M.A.
Both Semesters.

SPEECH 10.—Elementary Phonetics. (2 points.)

(Recommended for all speech students. Speech recording fee, $1.00.)

A study of the science of English sounds as used and approved by the International Phonetic Association. Word analysis. Comparison of book words and real words. Methods of correct sound production. Conversational English, strong and weak forms. Practice in dictation and transcription. Individual speech records will be used as objective aids in solving the student's speech problems.

Saturday, 9.15-10.55. GEORGE GLASGOW, M.A.
First Semester.

SPEECH 11.—Intermediate Phonetics. (2 points.)

(Recommended for all speech students. Speech recording fee, $1.00.)

Reading and writing phonetic script. Vowel changes in English language development. Narrow transcription, sound laws. Standard pronunciation and intonation. Advanced dictation.

Saturday, 9.15-10.55. GEORGE GLASGOW, M.A.
Second Semester.

SPEECH 20.—Story-Telling. (2 points.)

(*Prerequisites:* SPEECH I or equivalent. Voice recording fee, $1.00.)

A consideration of technique and personal development in the art of story-telling. The study of child interests and audience psychology. Types of stories: hero tales, wonder tales, modern stories, stories for adults. Proficiency in effective presentation will be stressed. Valuable for teachers, social workers, and studio directors.

Thursday, 4.15-5.55. GEORGE GLASGOW, M.A.
First Semester.

SPEECH 21.—Oral Interpretation of Literature. (2 points.)

(*Prerequisite:* SPEECH 1 or equivalent. Voice recording fee, $1.00.)

Literary analysis and interpretation. Comparisons of silent and oral reading. Emphasis, subordination, sequence, rhythm, mood, suggestion, creation and recreation, and similar interpretative elements will be studied. Narrative poetry, lyrics, ballads and drama will serve as material. Personal aid will be given for the purpose of increasing individual excellence.

Thursday, 4.15-5.55. GEORGE GLASGOW, M.A.
Second Semester.

SPEECH 30.—Play Production, I. (2 points.)

A course for directors and teachers who wish to produce plays in secondary schools, colleges, community theatres and similar amateur or semi-professional groups. The principles of direction will

be applied to specific plays. Organization, management, casting, choice of plays atmosphere, grouping, make-up, movement and character portrayal will be studied. Reading assignments, reports, class discussion and lectures will form the basis of the work.

Monday, 4.15-5.55 (Uptown). GEORGE GLASGOW, M.A.
First Semester.

SPEECH 30 l.—Play Production Laboratory, I. (1 point.)

(*Prerequisite:* Registration, or previous credit, for SPEECH 30 or its equivalent.)

A laboratory course for the acquisition of practical experience in play direction. Students will be given opportunities to interpret themes and characterizations, plan stage movement, and direct short plays and pantomimes.

Monday, 2.30-4.00 (Uptown). GEORGE GLASGOW, M.A.
First Semester.

SPEECH 31.—Play Production, II. (2 points.)

A study of the selection and use of fabrics, materials and technical equipment necessary for well-designed stage sets. The course content will include scenery and property construction, painting, scenic design, color mass, line, lighting, symbolism, stylization and model building.

Monday, 4.15-5.55 (Uptown). GEORGE GLASGOW, M.A.
Second Semester.

SPEECH 31 l.—Play Production Laboratory, II. (2 points.)

(*Prerequisite:* Registration, or previous credit, for SPEECH 31 or its equivalent.)

A laboratory course for the acquisition of experience in scenery and property construction and other elements of stagecraft. Each student will be asked to complete a unit of stage work as part of the course requirements.

Monday, 2.30-4.00 (Uptown). GEORGE GLASGOW, M.A.
Second Semester.

SPEECH 40.—Public Speaking, Elementary Course. (2 points.)

An intensive practical course for clergymen, teachers, law students and others who are interested in the equipment necessary for meeting an audience in business, social and professional situations. The essentials of oral expression-emphasis, pausing, phrasing, modulation and tempo in reading and speaking. Formal exercises to exemplify tone types in speaking, and understanding and appreciation in oral reading. Formal and informal speeches, extempore speaking. The principles of gesture. A study of devices to secure effectiveness in public speaking, personality, self-confidence, enthusiasm, attention, interest, action. The technique of the microphone. Effective radio speaking. Drills and individual practice at each lesson.

Thursday, 7-8.40. ARTHUR G. MULLIGAN, Mus.D.
First Semester.

SPEECH 41.—Public Speaking, Advanced Course. (2 points.)

A course designed to expand the principles studied in the elementary course. Platform practice at each session. Individual training in delivering the prepared and the extemporaneous speech. A study of the various types of address. The presentation of oral reports. Formal and informal group discussions. Effective radio speaking. Supplementary practice in a broadcasting studio. Individual microphone practice.

Thursday, 7-8.40. ARTHUR G. MULLIGAN, MUS.D.
Second Semester.

Precepts of Oratory.

Cf. ENG. 17.

Introduction to Drama.

Cf. ENG. 19.

Principles and Practices in Teaching Speech in Secondary Schools.

Cf. EDUC. 121 - 122.

PART VI

CATALOGUE
GRADUATE SCHOOL

FORDHAM UNIVERSITY

ANNOUNCEMENT OF COURSES

GRADUATE SCHOOL

1935-1936

THE FORDHAM UNIVERSITY PRESS
233 BROADWAY NEW YORK, N. Y.
FALL 1935

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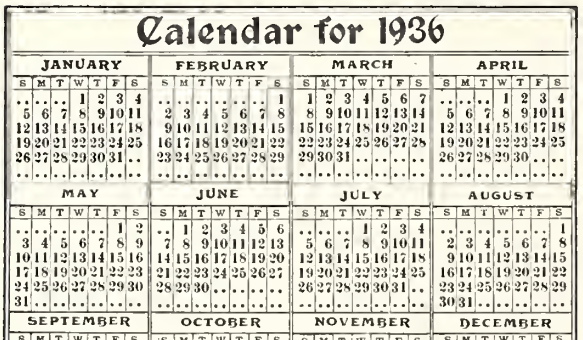
Calendar for 1936



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ACADEMIC CALENDAR

1935

Sept. 21–25.....Registration.

Sept. 25.....An additional fee of $5.00 will be charged for registration after this date.

No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Sept. 26.....Classes begin. First semester.

Oct. 5.....Last day for payment of first semester fees.

Oct. 12.....Holiday—no classes.

Nov. 1.....Holyday—no classes.

Nov. 5.....Holiday—no classes.

Nov. 11.....Holiday—no classes.

Nov. 27.....Thanksgiving recess begins after classes on Wednesday.

Dec. 2.....Classes resumed. Last day for filing dissertations for February graduation.

Dec. 14 and 21.M.A. comprehensive examinations.

Dec. 21.....Christmas recess begins after classes on Saturday.

1936

Jan. 3.....Classes resumed.

Jan. 22–28.....Examinations—first semester.

Jan. 25–31.....Registration for the second semester.

Jan. 31.....An additional fee of $5.00 will be charged for registration after this date.

No one will be allowed to register after the second lecture of a course. Changes in course must be completed before the second lecture period of a course.

Feb. 1.....Classes begin. Second semester.

Feb. 9.....Last day for payment of second semester fees.

Feb. 12.....Holiday.

Feb. 15, 22, 29..Doctorate Comprehensive Examinations.

Feb. 22.....Holiday—no classes.

Mar. 7.....Re-examinations for first semester.

Apr. 1.....Last day for filing dissertations for June graduation.

Apr. 8.....Easter recess begins after Wednesday classes.

Apr. 18 and 25.M.A. Comprehensive Examinations.

Apr. 20.....Classes resumed.

May 23–29.....Examinations—second semester.

June 10.....Commencement.

June 13.....Re-examinations for second semester.

June 13, 20, 27..Doctorate Comprehensive Examinations.

OFFICERS OF ADMINISTRATION

Very Rev. Aloysius J. Hogan, S.J., Ph.D.
President of the University

Rev. Lawrence A. Walsh, S.J.
Dean of the Graduate School

Rev. Joseph T. Keating, S.J.
Treasurer of the University

Rev. Leo I. Hargadon, S.J.
Librarian of the University

Christopher M. Waldorf, A.B.
Bursar of the University

John J. Propst, A.B.
Registrar of the Graduate School

GRADUATE COUNCIL

Rev. Lawrence A. Walsh, S.J., *Chairman*

Rev. George D. Bull, S.J.

Rev. James T. Cronin

Rev. Joseph B. Muenzen, S.J.

Dr. James E. Tobin

Rev. Demetrius B. Zema, S.J.

GRADUATE FACULTY

Rev. Joseph Assmuth, S.J., *Professor of Biology and Head of Department.*
Ph.D., University of Berlin.

Alexander Ausili, *Assistant Professor of Italian.*
LL.D., University of Rome; M.A., Fordham University.

Friedrich Baerwald, *Instructor in Economics.*
LL.D., University of Frankfurt.

Thomas E. Bamford, Jr., *Instructor in Psychiatry.*
B.A., M.D., University of Syracuse; Med.Sc.D., Columbia University.

Daniel J. Bellew, *Instructor in History.*
B.A., LL.B., M.A., Fordham University.

William J. Bonisteel, *Professor of Botany.*
Ph.C., B.S., University of Michigan; M.A., Columbia University.

Rev. George D. Bull, S.J., *Professor of Philosophy and Head of Department.*
M.Litt., Cambridge University; Ph.D., S.T.D., Gregorian University.

Robert L. Burns, *Assistant Professor of Education.*
B.S., M.A., Ph.D., Columbia University.

Ruth K. Byrns, *Assistant Professor of Guidance.*
B.A., M.A., Ph.D., University of Wisconsin.

Leopold R. Cerecedo, *Professor of Chemistry.*
Ph.D., University of Munich.

Ernest Chenel, *Professor of French and Head of Modern Language Department.*
Bacc.-es-Lettres, University of Lille; Ph.D., Fordham University.

Arthur Claydon, *Assistant Professor of Economics.*
Ph.B., Gregorian University.

Rev. James T. Cronin, *Associate Professor of Education and Head of Department of Educational Administration and Methods.*
M.A., Ph.D., Catholic University.

MARK T. CROWLEY, *Associate Professor of Biology.*
Ph.B., M.S., Ph.D., Fordham University.

CHARLES J. DONAHUE, *Instructor in English.*
B.A., Ph.D., Yale University.

PATRICK J. DOWNING, *Professor of Philosophy.*
B.A., M.A., Gonzaga University; Ph.D., St. Louis University.

JACK W. DUNLAP, *Associate Professor of Education.*
B.S., M.S., Kansas State College; Ph.D., Columbia University.

WERNER FREUDENBERG, *Associate Professor of Chemistry.*
Ph.D., University of Heidelberg.

DOM AIDAN HENRY GERMAIN, O.S.B., *Assistant Professor of History.*
M.A., Ph.D., Catholic University.

WILLIAM H. HAMILL, *Assistant Professor of Chemistry.*
B.S., M.S., University of Notre Dame; Cand. Ph.D., Columbia University.

WILLIAM P. HURLEY, *Associate Professor of Physics.*
B.S., M.S., Fordham University.

REV. RUDOLPH KRAUS, *Instructor in History.*
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WILLIAM J. LEEN, *Assistant Professor of Sociology.*
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DOROTHEA A. MCCARTHY, *Associate Professor of Education.*
B.A., Ph.D., University of Minnesota.

HARRY MCNEILL, *Instructor in Psychology.*
Ph.D., Ag., Louvain University.

WILLIAM T. MCNIFF, *Assistant Professor of Physics.*
B.A., Holy Cross College; M.A., Fordham University.

REV. MICHAEL J. MAHONY, S.J., *Professor of Philosophy.*
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PIERRE J. MARIQUE, *Professor of Education and Head of Department of History and Philosophy of Education.*
Pd.D., Ph.D., New York University.

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B.A., M.A., Woodstock College; Ph.D., Gregorian University.

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B.A., M.A., Woodstock College; Ph.D., Fordham University.

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B.S., M.S., Ph.D., Fordham University.

REV. JOSEPH A. MURPHY, S.J., *Professor of Philosophy and Psychology.*
Ph.D., Gregorian University.

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B.A., Ph.D., Columbia University.

WILLIAM O'MEARA, *Instructor in Philosophy.*
B.A., M.A., Ph.D., University of Toronto.

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Ph.B., M.A., St. Louis University; Cand. Ph.D., Johns Hopkins University.

LOUIS J. POTTS, *Associate Professor of Law and Government.*
B.A., Boston College; M.A., Ph.D., LL.M., Georgetown University.

REV. FRANCIS W. POWER, S.J., *Professor of Chemistry.*
B.A., Holy Cross; M.A., Clark University; Sc.D., Fordham University.

JOHN REBER, *Professor of English.*
B.A., M.A., Seton Hall College; M.A., Columbia University; Litt.D., College of Mount St. Vincent.

JOHN REDDEN, *Associate Professor of Education.*
B.A., M.A., University of New Hampshire; Ph.D., Fordham University.

ALFRED REMY, *Associate Professor of German.*
B.A., College of City of New York; M.A., Columbia University.

EDWARD A. ROBINSON, *Assistant Professor of Classics and Head of Department.*
B.A., M.A., Harvard University; Cand. Ph.D., Harvard University.

ROBERT T. ROCK, *Associate Professor of Education and Head of Department of Educational Psychology and Measurements.*

B.A., M.A., Catholic University; Ph.D., Columbia University.

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Ph.B., Boston College; M.A., Clark University; Ed.M., Harvard University; Ph.D., Boston College.

ELIZABETH SALMON, *Instructor in Philosophy.*

B.A., College of Mount St. Vincent; Ph.D., University of Louvain.

JOHN J. SAVAGE, *Associate Professor of Classics.*

B.A., Boston College; M.A., Ph.D., Harvard University.

JOHN SCHULER, *Professor of History.*

B.A., Baldwin Wallace College; Ph.D., Columbia University.

KATHRYN E. SEROTA, *Instructor in Psychology.*

B.S., M.A., University of Pennsylvania; Cand. Ph.D., Fordham University.

ROBERT F. SHEEHAN, *Psychiatrist.*

M.S., Manhattan College; M.D., University of Buffalo.

REV. MARTIN J. SMITH, S.J., *Assistant Professor of Education.*

B.A., M.A., Woodstock College; Cand. Ph.D., University of Munich.

JAKOB A. STEKOL, *Instructor in Chemistry.*

B.S., M.A., University of California; Sc.D., Fordham University.

REV. WALTER G. SUMMERS, S.J., *Professor of Psychology and Head of Department.*

B.A., Woodstock College; Ph.D., Gregorian University.

JAMES E. TOBIN, *Associate Professor of English and Head of Department.*

B.A., Boston College; M.A., Ph.D., Fordham University.

JAMES VAUGHAN, *Assistant Professor of Sociology.*

B.A., Holy Cross College; M.A., Cand. Ph.D., Fordham University.

FERNAND VIAL, *Assistant Professor of French.*

B.A., Aix-en-Provence; M.A., Ph.D., University of Michigan.

REV. DEMETRIUS B. ZEMA, S.J., *Professor of History and Head of Department.*

B.A., St. Francis Xavier College; M.A., Woodstock College.

LECTURERS

JOSEPH CAMPBELL, *Lecturer in English.*

REV. J. CASTIELLO, S.J., *Visiting Lecturer in Education.*
Ph.D., University of Bonn.

MARGUERITE H. COLEMAN, *Lecturer in Guidance.*
B.A., Barnard College; M.A., Columbia University.

ABRAHAM CURZAN, *Lecturer in Education.*
B.A., College of City of New York; M.A., New York University.

DANIEL F. FITZPATRICK, *Lecturer in Education.*
B.S., M.A., Fordham University.

RALPH P. GALLAGHER, *Lecturer in Guidance.*
B.S. in Ed., Columbia University.

REV. HENRY J. GEBHARD, *Lecturer in Education.*
B.A., St. Joseph's Seminary and College; M.A., Catholic University.

FRANCES M. GUANELLA, *Lecturer in Psychology.*
B.A., M.A., George Washington University; Ph.D., Columbia University.

HELEN LIDDELLE JONES, *Lecturer in Education.*
B.A., Texas State Teachers College; M.A., Columbia University.

LEO I. KEARNEY, *Lecturer in Education.*
B.A., Columbia University; M.A., Fordham University.

ADOLPH A. LIPPE, *Lecturer in Education.*
B.S., College of City of New York; M.A., Columbia University.

JAMES F. MCDONALD, *Lecturer in Chemistry.*
B.S., M.D., University of Syracuse.

MARY T. MCGRATH, *Lecturer in Education.*
B.A., M.A., Boston University.

JOSEPH F. MORIARTY, *Lecturer in Education.*
B.A., M.A., St. Peter's College.

JOHN M. PITTARO, *Lecturer in Education.*
B.A., M.A., Columbia University.

EUGENE B. RILEY, *Lecturer in Education.*
B.S., M.A., Columbia University.

WALTER F. ROBINSON, *Lecturer in Education.*
B.A., Fordham University; M.A., St. Peter's College; Ph.D., Fordham University.

REV. JOSEPH STRUGNELL, *Lecturer in Education.*
B.A., St. Joseph's Seminary and College.

VICA F. WALDRON, *Lecturer in Guidance.*

MAX S. WILKES, *Lecturer in Education.*
B.S., College of City of New York; M.A., New York University.

GRADUATE ASSISTANTS, 1935-1936

JOSEPH F. BELVEDERE . . . . . *English*
B.S., Fordham College, Manhattan Division, 1935.

AUGUST H. BRUNNER . . . . . *Chemistry*
B.S., Fordham College, 1934.

HERMAN CHINN . . . . . *Chemistry*
B.S., Pennsylvania State College, 1934; M.S., Northwestern University, 1935.

FRANCIS J. DONOHUE . . . . . *Education*
B.A., Fordham College, 1934.

JAMES FORBES . . . . . *Biology*
B.S., Fordham College, 1932; M.S., Fordham University Graduate School, 1934.

JOHN R. FOY . . . . . *Chemistry*
B.S., Fordham College, 1935.

FRANCIS C. GARVIN, S.J. . . . . *Biology*
B.A., Woodstock College, 1934.

JOSEPH E. HANSBERY . . . . . *History*
B.A., St. Francis College, 1933; M.A., Fordham University, 1935.

GERALD J. HENNESSEY, S.J. . . . . *Biology*
B.A., Boston College, 1933; M.A., Boston College, 1934.

W. W. Hess . . . . . *Chemistry*
B.S., Ashland College, 1934.

Frank J. Kaszuba . . . . . *Chemistry*
B.S., Fordham College, 1932; M.S., Fordham University Graduate School, 1933.

Jacob L. Keller . . . . . *Chemistry*
B.S., Fordham College, 1933; M.S., Fordham University Graduate School, 1935.

John E. Kouba, Jr. . . . . *Biology*
B.S., Fordham College, 1934.

Joseph F. Kubis . . . . . *Psychology*
B.S., St. John's College, 1932; M.A., Fordham University Graduate School, 1935.

Roger T. Lennon . . . . . *Education*
B.A., Fordham College, 1935.

James K. O'Brien, S.J. . . . . *Physics*
B.A., Woodstock College, 1933; M.A., Woodstock College, 1934.

John J. O'Brien, S.J. . . . . *Biology*
B.A., Woodstock College, 1933; M.A., Woodstock College, 1934.

Theodore S. Zegers, S.J. . . . . *Physics*
B.A., Woodstock College, 1934.

THE GRADUATE SCHOOL

Location

Graduate instruction in Biology, Chemistry and Physics is offered at the campus uptown, Fordham Road, Bronx. Graduate instruction in all the other departments of the University is offered in the Manhattan Division of the University, Woolworth Building, 233 Broadway. The office of the Dean and Registrar of the Graduate School is in the Woolworth Building, Room 748.

Admission

The following classes of students, both men and women, may be admitted to the Graduate School of Fordham University, provided, by their previous scholastic record, they give promise to pursue satisfactorily advanced study and research:

1. Students who have received a Bachelor's degree from one of the three undergraduate departments of Fordham University or from a college whose requirements for the degree are substantially equivalent.

2. Students who have received a Bachelor's degree from a college whose requirements for the degree have been evaluated by the Committee on Admissions as less than one year short of the requirements at Fordham University. Such a student must make up the deficiency before he can be accepted as a candidate for a graduate degree.

3. Students in their Senior year at Fordham University who require not more than twelve semester hours for the completion of their undergraduate work.

In addition, qualified students who are not candidates for a graduate degree may be admitted to graduate courses with the permission of the Head of Department (professor) as non-matriculated students. Such students are expected to conform to the same standards of attendance and scholarship as are required of matriculated students.

A student seeking admission to the Graduate School should make application at as early a date as possible. He should obtain from the Registrar an application blank, which he should fill out and return, together with an official transcript of his undergraduate record. Late applicants who do not submit credentials may be admitted provisionally.

Under no circumstance will any student be allowed to pursue his work in any department beyond the expiration of the first semester on the basis of provisional matriculation, nor will any credits obtained while the student is only provisionally matriculated be certified by the Registrar for use at any other institution.

A student is not definitely admitted until his application and complete credentials are on file in the office of the Graduate School.

Admission to the Graduate School does not imply acceptance as a candidate for a degree.

Registration

When a student has been admitted to the Graduate School, he should consult the Head of the Department in which he intends to do his major work. The written approval of the Head of Department or of a delegated professor of the department is required in advance at each registration for any course work creditable toward a graduate degree. The approval of a program may be obtained during the days of registration prior to the beginning of each semester. When the student has received the written approval of his program, he should present the same at the Graduate School office and complete his registration. Students who have not completed registration are not admitted to class.

Students are obliged to register each semester during which they are attending courses, and after the completion of course requirements, each Fall and Spring Semester until the degree is awarded.

Courses Open to Undergraduate Students

Courses numbered in this catalogue from 100 to 199, intended primarily for graduate students, are open to properly qualified undergraduates who have satisfactorily completed a minimum of twelve undergraduate semester credits in the subject they wish to pursue and who have maintained a grade of 75% in these prerequisite undergraduate courses. Undergraduate students must apply for such courses at the office of their Dean and upon the satisfactory completion of these courses will receive credit for the same in accordance with the regulations of their undergraduate department.

Graduate Work Done in Other Institutions

Graduate work done in residence at other institutions and not used in fulfilment of the requirements for a graduate degree may be offered in partial fulfilment of the course requirements for a graduate degree at Fordham University, provided that approval is obtained from the Head of Department and the Dean. Students applying for advanced credit must submit an official transcript of record of this graduate work to the office of the Registrar. Not more than eight credits will be accepted, and these only conditionally, until a minimum of twenty-two credits of graduate course work has been completed at Fordham University. Such an award of credit does not exempt any student from any part of the comprehensive examinations or from any part of the flat rate of tuition set by the University for the minimum course requirements for graduate degrees.

Examinations and Grades

To receive credit for a course, students must be in regular attendance throughout a semester and pass a satisfactory written examination. The passing grade for all graduate courses, effective September, 1935, is 75 per cent. A student who receives a grade lower than the passing grade is failed. Failures are not removable except by a repetition of the semester course as a whole.

Students who have been in regular attendance at a course and who for some good reason are prevented from taking the examination of the course, may take a re-examination. An application for such an examination and the payment of an additional fee of $3.00 for each examination must be made in advance of the dates indicated in the calendar.

Students whose course work is incomplete on the last day of the course, but satisfactory as far as done, will be so marked. To remove this grade of "Incomplete" and to receive credit for the course, all requirements of a semester's course must be completed by the date set for re-examinations of that semester and an additional fee of $3.00 must be paid.

Fees and Expenses

Rules of the University prescribe that the University, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

In the first semester, payment of course fees and laboratory fees may be deferred until October 5; in the second semester until February 9.

No student will be admitted to class, however, without a class admission card stamped by the Bursar. Even in cases where special arrangements have been made with the Bursar or where students take advantage of the extension of time for paying fees, the University fee of $5.00 must be paid at the time of registration.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar of withdrawal from a course. No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any University fee be refunded. There will be no refunds for withdrawals after the eighth week.

The fees:

(a) University fee (for all students), payable at each registration ..... $ 5.00

N.B.—Graduate students, working *in absentia* on their dissertation, must be registered for each session (Fall and Spring) from the completion of their last course in residence to the acceptance of their dissertation.

(b) Late registration fee as noted in calendar..... 5.00

(c) Tuition:

Master's degree (30 points minimum)	250.00
Doctor's degree (30 points minimum)	250.00
Master or Doctor's degree in Biology, Chemistry or Physics (30 points minimum).....	300.00

N.B.—(1) The sum of $250 or $300 is payable in installments, depending upon the number of points taken at each registration.

(2) Students who receive advance credit will not be exempted from any part payment of the flat fee.

(3) Tuition for courses required over and above the minimum of 30 points will be $7.50 per point.

(4) Non-matriculated Students:

(a) University fee, payable at each registration 5.00

(b) Tuition, per point 7.50

(d) Fees for examinations (payable when the series of examinations begins):

Master's 25.00

Including written comprehensive examination, reading of dissertation (and, for M.S. students, final oral examinations).

Doctor's 50.00

Including written comprehensive examination, reading of dissertation, and final oral examination.

Each candidate on each occasion when he presents himself for a degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate whose dissertation has been rejected must, on the second presentation of his dissertation, pay the full examination fee a second time.

(e) Fee (required) for binding three copies of dissertation 5.00

(f) Diploma fee:

Master's 15.00

Doctor's 25.00

(g) Special fees for certain Science and Art courses are stated under each department.

N.B.—Checks should be made payable to Fordham University.

Assistantships

The University offers a number of graduate assistantships for graduate students who wish to qualify for advanced degrees.

Assistants will be expected to aid the members of the faculty in laboratory and research. The remainder of their time must be devoted to graduate study.

Applicants must have a Bachelor's degree from a recognized college and acceptable undergraduate preparation in the particular field of study chosen for graduate work.

Assistants are appointed for a period of two years. Assistantships may be terminated by the Dean of the Graduate School for unsatisfactory work or violation of the conditions of the award.

Assistants who are studying for the Master's degree will receive a stipend of $600 a year, and will be obliged to pay all fees. Assistants studying for the Ph.D. degree will receive a stipend of $750 a year and will be obliged to pay all fees.

Graduate Scholarships

The University grants a number of full scholarships and partial scholarships to be distributed among all the departments of the Graduate School. These awards are made principally on the basis of the applicants' undergraduate and graduate records. Applicants must possess a Bachelor's degree, show an acceptable undergraduate preparation in the particular field of study chosen for graduate study and be willing to devote full time to graduate study for a period of two years.

Scholarships may be terminated by the Dean of the Graduate School for unsatisfactory work or violation of the conditions of the award.

Application blanks for these scholarships may be obtained from the Registrar of the Graduate School and should be returned to the Dean of the Graduate School, with a complete transcript of the applicant's undergraduate and graduate record not later than July 1.

General Requirements for the Master's Degree

Residence:

M.A. students must spend one full year in residence, exclusive of attendance at the Summer Sessions. Students who plan to devote only one full year in residence should arrange to satisfy this requirement in the last year of degree work during which course work may be completed and the required attendance at the Dissertation Seminar may be fulfilled.

Language Requirement:

A reading knowledge of French or German is required for every candidate for the Master's degree. (The particular requirements of each department should be consulted.) This

requirement is satisfied in an oral examination and must be satisfactorily completed before the student presents himself for the comprehensive examination.

Course Requirements:

All students are required to complete successfully a minimum of thirty semester hours of course work, arranged with the approval of their mentor. Every program must include at least one thirty-hour seminar in the field of the student's major.

It should be further noted that the thirty credits usually required in course work represent an absolute minimum and will not be considered sufficient to qualify a student for his degree should he lack excellence in scholarship or betray lack of general culture. In that case the Dean and the Faculty Committee will decide how much additional study should be done, or may even advise withdrawal from the Department.

Scholastic Philosophy:

In all departments of the Graduate School the minimum program of thirty semester hours must include the course, PHIL. 201 - 202 or PHIL. 203 - 204, as a minor field of study. Students who have successfully completed sufficient undergraduate courses in Scholastic Philosophy may be excused from this requirement.

Comprehensive Examination:

A comprehensive examination is required by all departments. This examination may be oral or written or both according to the regulations of the department and may be taken no earlier than the date set for this examination in the last semester of course work. Application for this examination must have the signed approval of the mentor and must be presented to the Registrar two weeks before the date of the examination. Upon failure to pass this examination, a second examination may be taken the following semester. If the second examination is unsatisfactory, no further trial will be permitted.

Dissertation Seminar:

All students are obliged to attend a Dissertation Seminar, wherein the student's dissertation is prepared under the direction of the Faculty Committee. This sixty-hour seminar is conducted during the two terms of the scholastic year, not during the Summer Session, and is not to be included in the minimum number of thirty required points. Students ordinarily are not

permitted to enter this seminar until more than half the course work has been completed. Students may enter this seminar at the beginning of the Spring semester.

Dissertation:

All students are required to present a dissertation which must be approved by the mentor and accepted by three of four examiners. No one may present a dissertation more than twice for formal examination.

The detailed regulations governing the preparation and presentation of the dissertation may be obtained in the University Book Store in the Woolworth Building or in the University Library uptown.

General Requirements for the Degree of Doctor of Philosophy

Residence:

Ph.D. students must spend two full years in residence. After all course requirements and the comprehensive examination have been satisfactorily completed, one of the two years of residence must be spent in attendance at the Dissertation Seminar and in the preparation of the dissertation.

Language Requirement:

A reading knowledge of French and German is required for every candidate for the Doctor's degree. (The particular requirements of each department should be consulted.) This requirement is satisfied in oral examinations and must be satisfactorily completed before a student presents himself for the comprehensive examination.

Course Requirements:

All students are required to complete successfully a minimum of thirty semester hours of course work beyond the Master's degree, arranged with the approval of their mentor. Every program must include at least one thirty-hour seminar in the field of the student's major.

It should be further noted that the thirty credits usually required in course work represent an absolute minimum and will not be considered sufficient to qualify a student for his degree should he lack excellence in scholarship or betray lack of general culture. In that case the Dean and the Faculty Committee will decide how much additional study should be done, or may even advise withdrawal from the Department.

Scholastic Philosophy:

In all departments of the Graduate School the minimum program of thirty semester hours must include the course, PHIL. 201 - 202 or PHIL. 203 - 204, as a minor field of study. Candidates who have already taken sixty hours of Fundamentals of Scholastic Philosophy for the Master's degree, must take for the degree of Doctor of Philosophy the complementary course of sixty hours in Fundamentals of Scholastic Philosophy. Students who have successfully completed sufficient undergraduate courses in Scholastic Philosophy may be excused from this requirement.

Comprehensive Examination:

A comprehensive examination is required for all departments. This examination may be oral or written or both, according to the regulations of the department and may not be taken until all course requirements have been completed satisfactorily. Application for this examination offered regularly in February and June of each year must have the signed approval of the mentor and must be presented to the Registrar two weeks before the date of this examination. Upon failure to pass this examination, a second examination may be taken with the approval of the mentor. If the second trial is unsatisfactory, no further examination will be set.

Dissertation Seminar:

All students are obliged to attend a Dissertation Seminar, wherein the student's dissertation is prepared under the direction of the Faculty Committee. This sixty-hour seminar is conducted during the two terms of the scholastic year, not during the Summer Session; and is not included in the minimum number of thirty required points. Students are not permitted to enter this seminar until they have passed the comprehensive examination, but may enter at the beginning of the Spring semester.

Dissertation:

All students are required to present a dissertation, which must be approved by the mentor and accepted by three of four examiners. No one may present a dissertation more than twice for the formal examination.

The detailed regulations governing the preparation and presentation of the dissertation may be obtained in the University Book Store in the Woolworth Building or in the University Library uptown.

Time Limit:

All work for the Master's degree must be completed within a period of five years. Students who possess a Master's degree are allowed five years to complete the work for the Doctor's degree. A minimum of two years is required for either degree. No credit will be given toward either the Master's or Doctor's degree for courses completed more than five years before the granting of the degree.

Library Facilities

The libraries of the University include 170,000 bound volumes, carefully chosen to satisfy the needs both of the general student and the research scholar. This is exclusive of a total of 61,000 pamphlets. The library of the Law School contains more than 25,000 volumes. A working library of more than 10,000 volumes is housed in the library on the 8th Floor of the Woolworth Building.

The library on the Campus is open from 8.30 A. M. to 10 P. M., Monday to Friday; 9 A. M. to 12 M., Saturday; 8.30 A. M. to 5 P. M., Sunday.

The library in the Woolworth Building is open from 9 A. M. to 9 P. M., Monday to Friday; 9 A. M. to 5 P. M., Saturday.

Exchange courtesies are maintained with the Congressional Library, Washington, D. C.; with the New York State Library, Albany, N. Y., and with the larger university libraries throughout the country.

Students may also avail themselves of the 2,000,000 volumes of the New York Public Library, whose reference rooms are located in its main building, Fifth Avenue and 42d Street.

The restricted libraries of the city are also open to advanced students properly approved and identified by the University.

Laboratory Facilities

Biology:

In addition to the large and small laboratories, the special equipment available in Biology Hall for research work are the following: Custom Sartorium microtome capable of cutting sections .5 of a micron, Sartorius embedding oven with a supersensitive thermostat control, Zeiss stereoscopic dissecting microscope, Greenough dissecting microscopes and Zeiss aquarium microscopes, Zeiss binocular research microscopes with latest optical equipment, complete collection of life histories and orders of insects, most complete collection of British India termites,

nests and examples of destruction. The photographic laboratory is fully equipped with a Zeiss photomicrographic apparatus and enlarger. The departmental library contains most of the important biological publications of America and Europe. On the University campus a new greenhouse has been constructed for purposes of botanical research.

Chemistry:

The Department of Chemistry is housed in Chemistry Hall at the Bathgate Avenue entrance to the Fordham Campus. In addition to class laboratories for the teaching of general inorganic, physical, organic, physiological, qualitative, quantitative and microanalysis, there are thirteen smaller laboratories especially equipped with modern services and facilities for research. The Department is equipped with all apparatus and instruments necessary and conducive for carrying on the highest type of work in the field of chemistry, including a fully equipped laboratory for microanalysis, facilities for work with all types of experimental animals, polarimeters, Barcroft-Warburg, Van Slyke and Deuterium distilling apparatus, high precision constant temperature water-baths, low and high pressure autoclaves. A library and supply room are maintained in the chemistry building.

Physics:

The Physics Department is housed in a four-story Gothic building. Two large amphitheatres and four smaller quiz rooms occupy the lecture floor. The rest of the building is given over to shops and laboratories. The Seismic Observatory adjoins the Physics Building. It contains the largest seismic vault in the country and the most complete equipment available. Eight modern seismographs, both long and short periods, are in constant operation. The observatory has been in operation since 1910.

Experimental Psychology:

The laboratory of Experimental Psychology is located on the seventh floor of the Woolworth Building. It is fully equipped for demonstrating all the classical and modern experimental techniques. In addition, two clinics are conducted by the department: one at St. Vincent's Hospital for problem children, and the other, at the Woolworth Building, for the vocational guidance of college students. A departmental library containing the contemporary literature in the field is maintained.

DEPARTMENT OF BIOLOGY

Rev. Joseph Assmuth, S.J., Ph.D., *Head of Department.*

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Before a student may register for graduate work in Biology, he must be interviewed by the staff and his qualifications passed upon by all of the members of the staff.

Each applicant for a degree must also have obtained 8 credits in General Biology; 8 credits in Histology and Embryology, and 4 credits in Comparative Anatomy.

Before the applicant starts his problem, it must be approved by the Head of the Biology Department, and the latter will keep in touch with the progress of the work from time to time, to give aid if necessary.

All work must be done in the University laboratories unless the Head of the Biology Department gives explicit permission to perform it in whole or in part at some outside institution.

The applicant must pass every course and every examination or test with a grade of 75%. An applicant rejected from one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

For the M.S.: Applicants are required to complete successfully at least 30 semester-hours of work arranged with the advice of the Head of the Biology Department.

Each applicant must have a reading knowledge in French or German.

The applicant will be expected to write, on a subject assigned to him, a comprehensive thesis, which must include a résumé, as complete as possible, of the latest publications on the assigned subject.

In addition to this, he must pass:

(*a*) A written examination of one hour in his major field (Botany, Zoology, Histology, etc.). The written examination

must be taken during the first term of Graduate Matriculation.

(*b*) An oral examination of one hour by a board of examiners on Biology in general. This examination must be taken during the first term of Graduate Matriculation.

For the Ph.D.: Applicants in possession of the degree of Master are expected to complete at least 30 semester hours, extending over a period of two years.

The applicant must show a reading knowledge of both French and German.

The chief work expected of the applicant for the degree of Ph.D. is that he disclose some new position in his chosen field of Biology and substantially contribute to present knowledge in that field.

The applicant must present the results of his investigation in the form of a dissertation.

The applicant must pass:

(*a*) A written examination of two hours in whatever field of Biology he has elected (Botany, Zoology, Histology, etc.). This examination must be taken during the first term of his matriculation for the Doctor's degree.

(*b*) An oral examination of two hours in any or all the branches of Biology or any subject taken in preparation for the above degree.

In addition, the applicant must be capable of lecturing to a group on his work.

There will be monthly seminar meetings for all applicants.

The readers of the dissertation may call the applicant for an informal discussion on the paper.

All applicants for graduate degrees must successfully complete courses in Scholastic Philosophy prescribed for all students. (*Cf.* PHIL. 201 - 204.) These courses are to count only over and above the minimum requirements of the Department of Biology.

BIO. 101 - 102.—General Botany. (8 points.)

Properties and activities of protoplasm, developmental history, structure and function, relation to environment, and the classification of forms into the groups which make up the plant kingdom. The second part of the course deals with the thallophytes, bryo-

phytes, pteridophytes and spermatophytes. Several voluntary field excursions will be offered for the purpose of making the acquaintance with trees, shrubs and herbaceous plants.

Monday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.

Saturday, 9-12.20.
Both Semesters.

BIO. 103 - 104.—Plant Anatomy and Methods in Botanical Technique. (4 points.)

Morphology of stems, roots, leaves and flowers. Structure and activities of the plant-cell. Methods of fixing, staining and sectioning plant tissues. Methods of preservation.

Tuesday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.
Both Semesters.

BIO. 106.—Taxonomy. (2 points.)

A study of the more common plants of this region, the use of botanical keys and library work.

Wednesday, 3.45-6.15. WILLIAM J. BONISTEEL, Ph.C., M.A.
Second Semester.

BIO. 107 - 108.—Economic Botany. (4 points.)

This course will consider the entire plant kingdom from the standpoint of the more economic products that are derived from plants. The lectures will be illustrated with charts, actual specimens and microscopic projections. Most of the laboratory work will be conducted in the field and in the Botanical Gardens, and will consist in the identification of the more common plants of this region. Planning and observation work will be conducted in the Fordham greenhouse.

Given in Summer, 1936. WILLIAM J. BONISTEEL, Ph.C., M.A.

BIO. 109 - 110.—Zoology. (8 points.)

A course dealing with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include a study of a type animal of each phylum.

Tuesday, 3.45-6.15. MARK T. CROWLEY, Ph.D.

Saturday, 9-12.20.
Both Semesters.

BIO. 111 - 112.—Histology and Elementary Embryology. (4 points.)

The course will deal with animal-tissue and will study the compositions of the animal body and the organs in terms of their vital units, the cells; the chromosomes, the basis of heredity; the origin and maturation of the germ-cells, fertilization, cleavage and dif-

ferentiation of tissues; the origin of the individual and the developmental processes from the oosperm to the adult. Practice in microtechnique will be stressed.

Wednesday, 3.45-6.15. JAMES A. MULLEN, Ph.D.
Both Semesters.

BIO. 113 - 114.—Bacteriology. (4 points.)

The object of this course is to make the student familiar with the methods of detection, isolation, and identification of the microorganisms. Lectures and laboratories on the forms of bacteria, their requirements for growth, and their chemical products will be held. The practical application of the manufacture of the media, staining, cultural reactions, and the principles of sterilization and disinfection are given special emphasis. The question of bacteria in disease and their importance from the economic standpoint will be considered.

Given in Summer, 1936. WILLIAM J. BONISTEEL, Ph.C., M.A.

BIO. 121 - 122.—Vertebrate Anatomy. (4 points.)

A study of the vertebrates with special reference to the mammal. Structure and function of the different systems and organs. Detailed dissection of specially-prepared specimens.

Monday, 3.45-6.15. JAMES A. MULLEN, Ph.D.
Both Semesters.

BIO. 123 - 124.—Comparative Anatomy. (4 points.)

A comparative study of the natural relationships, the developments and the structures of animals, including a comparison of integumentary, skeletal, alimentary, vascular, respiratory, excretory, muscular, nervous and reproductive systems in different animals; physiology of different organs; symmetry and asymmetry, habits and life histories.

Friday, 3.45-6.15. REV. JOSEPH ASSMUTH, S.J., Ph.D.
Both Semesters.

BIO. 125 - 126.—Histology and Microscopic Technique. (4 points.)

(*Prerequisites:* BIO. 101 - 102, 109 - 110, 111 - 112.)

A detailed study of the structure of the cell and characteristics of the different tissues. Action of various stains on parts of protoplasm, preparation of slides, fixation, embedding, cutting, staining, mounting and intense training in the use of the microscope for best results. Most of the laboratory work may be done in the student's free time.

Plant Tissue: WILLIAM J. BONISTEEL, Ph.C., M.A.
Animal Tissue: MARK T. CROWLEY, Ph.D.

Friday, 3.45-6.15.
Both Semesters.

BIO. 127 - 128.—Entomology. (4 points.)

The class of insects; importance of hexapoda in general, and beneficial and injurious insects in particular; general anatomy of insects; heteronomous metameric structure and metamorphosis of insects.

Given Summer, 1936. REV. JOSEPH ASSMUTH, S.J., Ph.D.

BIO. 129 - 130.—Histology and Physiology. (4 points.)

A course of organology and organonomy: A study of the structures and functions of the organs and the systems of the body. This course attempts to correlate a detailed study of the histology of the organs with the specific function which the cells of the organ perform. Histology presented in a living and functioning aspect.

Given Summer, 1936. MARK T. CROWLEY, Ph.D.

BIO. 131 - 132.—Advanced Entomology. (4 points.)

An intensive study of the insects and their habits. Problems in entomology will be discussed and studied, especially work in taxonomy.

Thursday, 3.45-6.15. REV. JOSEPH ASSMUTH, S.J., Ph.D.
Both Semesters.

BIO. 149 - 150.—Botany and Teaching Aids. (4 points.)

This course is for students of botany who wish to make a general review of the principles of general botany with special emphasis on economic products derived from the various divisions of the plant kingdom. The course will deal with foods and accessory substances as derived from the plant, with particular stress on their physiological treatment. The following topics will be discussed: Starches, cereals, drugs, timber, horticulture, seedless fruits; demonstrations and laboratory work will be used by the students to demonstrate the various phases of this subject.

(For further information, consult the professor.)

Given Summer, 1936. WILLIAM J. BONISTEEL, Ph.C., M.A.

BIO. 201 - 202.—Botany, Special Work and Research.

For information, consult Head of the Department.
Fee, $10.00 per point.

BIO. 203 - 204.—Zoology, Special Work and Research.

For information, consult Head of the Department.
Fee, $10.00 per point.

BIO. 301 - 302.—Seminar in Botany. (4 points.)

For information, consult Head of the Department.
Fee, $30.00.

BIO. 303 - 304.—Seminar in Zoology. (4 points.)

Fee, $30.00.

DEPARTMENT OF CHEMISTRY

Rev. Joseph B. Muenzen, S.J., *Head of Department.*

Regulations Covering Advanced Degrees

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will presume that the students are cognizant of them.

A candidate rejected for one graduation will, under no circumstances, be granted a re-examination for the same graduation.

Graduate work can be carried out in Summer School only if a semester of graduate work *immediately* precedes or follows the Summer School work.

All work must be done in the University laboratories unless the Head of the Department gives express permission to perform it in whole or in part elsewhere.

Students who lack sufficient undergraduate courses in Scholastic Philosophy must include this subject as a minor.

Undergraduate Preparation

Students who intend to pursue graduate work in chemistry should have a thorough preparation in such undergraduate subjects as inorganic, qualitative, quantitative, organic and physical chemistry. Deficiency in these branches may be satisfied by taking the proper undergraduate courses offered by the Department. However, such courses, being undergraduate in character, cannot be used as credit towards an advanced degree.

Though additional credits in chemistry are advantageous, yet they should not be had at the expense of a solid foundation in physics and mathematics. Preparation in the biological sciences is also desirable, particularly for those who wish to major in the field of biochemistry. A reading knowledge of German is indispensable for advanced work. French is required, in addition, for Doctorate work.

Master's Degree

To qualify as a Master's candidate, a student must ordinarily attend and complete with work of high quality the equivalent of 30 semester hours approved by the Department with not less than 24 in the field of chemistry, including one laboratory course. The actual number of points necessary for recommendation for the degree depends on previous training and the major subject of the candidate. No thesis is required for a Master's degree.

In addition to passing the regular examinations in the various advanced courses taken during the year, candidates for the Master's degree, towards the end of their course, must also take either or both of the following examinations (*a*) or (*b*), at the discretion of the Department:

(*a*) A comprehensive written examination to test the candidate's general knowledge of chemistry, which may include general chemistry, qualitative analysis, quantitative analysis, organic and physical chemistry. For students majoring in physiological chemistry, this subject will also be included in the examination matter. The candidates will also be expected to know the various scientific journals commonly used by chemists, the libraries (in New York City) in which they are to be found and the general procedure of conducting a literature search in them.

(*b*) An oral examination of at least one hour, covering the same matter.

The votes of the examiners will express two judgments: (1) whether the candidate is to be recommended for a Master's degree; (2) if worthy of a Master's degree, whether or not he is considered capable of pursuing studies for the Doctorate if he should so desire. The decision of the examiners on these points will be given in writing after a conference and will be based on the final results of the written or the oral examinations or both.

Before being allowed to take these final examinations, the candidate must satisfy the Department that he has a good reading knowledge of chemical German. This examination will be oral or written, at the discretion of the Faculty Committee. No

other language may be substituted for German. Language requirements must be satisfied before May 1 for June graduation and before January 1 for February graduation.

Doctor's Degree

All departmental requirements mentioned on page 30 apply to applicants seeking a doctorate in Chemistry.

The requirements for the degree of Ph.D. are qualitative rather than quantitative and no definite statement of the time necessary for obtaining the degree can be made. A minimum of one year of full-time residence is compulsory. This minimum time requirement will be increased in the case of Fellows and Assistants working in the University laboratories.

While certain fundamental courses are required, the number of points necessary for a Doctor's degree is not uniform for every student. The candidate's previous training, both as to extent and grading, his natural ability, and the character of his problem shall be the guiding factors in the program of courses outlined by the professor of his major field.

A reading knowledge of French and German is compulsory. This requirement must be satisfied within the second semester following matriculation.

Comprehensive Examination

Two and not more than three semesters after matriculation, the candidate must pass a comprehensive examination. This examination will be both written and oral. The subject-matter of the written examination will be the student's major field of study. The oral examination may be taken only after the successful completion of the written examination. In this oral examination the student will be held responsible for the topics listed in the general examination for the Master's degree (page 31) and for any additional course work taken beyond the Master's program.

Dissertation

Every candidate is required to present a dissertation approved by his Mentor, and accepted by the Board of Examiners.

When the dissertation has been accepted, the candidate must pass an oral examination on the subject-matter of the dissertation and related topics which will be conducted during the semester prior to receiving the degree.

CHEM. 145 - 146.—Organic Chemistry, II. (4 points.)

(*For students intending to major in any field of chemistry or medicine.*)

A continuation of CHEM. 41 - 44. The lectures cover the isocyclic compounds of the aromatic series, including dyes. The student is introduced to the use of the chemical literature.

WERNER FREUDENBERG, Ph.D.

CHEM. 151 - 152.—Physiological Chemistry. (4 points.)

(*Prerequisites:* CHEM. 21 - 22, 31 - 32, 41 - 44.)

This course deals with the Chemistry involved in the digestion and metabolism of fats, carbohydrates and proteins; the study of blood, lymph, tissues, milk, urine and feces, and important pathological disturbances of the same. Physico-chemical phenomena and laws related to the living organism introduce the course.

Two lecture periods per week throughout the year.

LEOPOLD R. CERECEDO, Ph.D.

CHEM. 153 - 154.—Physiological Chemistry Laboratory.

Laboratory for the above course. (4 points.)

Two periods per week throughout the year.

JAKOB A. STEKOL, Sc.D.

CHEM. 171 - 172.—Nutrition. (8 points.)

(*Prerequisite:* Physiological Chemistry.)

Principles of nutrition. The course will deal with the scientific background underlying the field of animal and human nutrition and the relation of food intake and energy expenditure to the maintenance of health of adult and promotion of normal growth of young animals.

Four lectures per week throughout the year.

JAKOB A. STEKOL, Sc.D.

CHEM. 175.—Chemical Analysis of Food. (6 points.)

(*Prerequisite:* Quantitative Analysis, Organic Chemistry, Physiological Chemistry.)

The course will present methods of food analysis for constituents of clinical and commercial importance. Stress will be laid on the application of the analytical data obtained and the making up of diets of various nutritional values. Principles of bioassay will be illustrated by applications to the laboratory animals.

Six hours laboratory per week throughout the year.

JAKOB A. STEKOL, Sc.D.

CHEM. 190.—Chemical Analysis of Blood and Urine. (3 points.)

(*Prerequisite courses:* CHEM. 31, 41, 151-154.)

Methods of analysis of blood and urine, with reference to modern clinical application of the principles of biochemistry of blood and urine under normal and pathological conditions.

Two three-hour periods per week. JAKOB A. STEKOL, Sc.D.
Either Semester.

Fee, $45.00.

CHEM. 195.—Anatomy and Physiology. (4 points.)

A survey course in anatomy and physiology covering the important topics related to the field of biochemistry.

2 hours per week throughout the year.

JAMES F. MCDONALD, M.D.

CHEM. 241 - 243.—Cycle of Lectures in Advanced Organic Chemistry. (4 points.)

A series of three lecture courses on theoretical organic chemistry dealing with the structure, reactions, synthesis and recent advances in the field of organic compounds.

Two hours per week throughout year. WERNER FREUDENBERG, Ph.D.

CHEM. 241. (4 points.) (Given 1935-1936.)
This course covers the field of heterocyclic compounds and their relationship to natural products. Theories of organic chemistry.

CHEM. 242. (4 points.) (Given 1936-1937.)
This course treats the fields of carbohydrates, amino acids, proteins and pharmaceuticals.

CHEM. 243. (4 points.) (Given 1937-1938.)
This course treats the fields of alicyclic compounds, terpenes and camphors, alkaloids and stereochemistry.

CHEM. 341 - 342.—Seminar in Organic Chemistry. (4 points.)

Conferences and reports on some chosen topic in Organic Chemistry.

Two hours per week throughout the year.

Thursday, 7.30 P.M. WERNER FREUDENBERG, Ph.D.

CHEM. 251 - 252.—Cycle of Lectures in Advanced Biochemistry.

This series of lectures reviews the recent advances in the field of Biochemistry.

Two hours per week throughout year. LEOPOLD R. CERECEDO, Ph.D.

CHEM. 251. (4 points.) (Given 1935-1936.)
Metabolism of cells. Protein metabolism as related to growth, development and reproduction.

CHEM. 252. (4 points.) (Given 1936-1937.)
Chemistry and metabolism of fats, carbohydrates, proteins and nucleic acids. Enzymes, hormones and vitamins. Respiratory pigments.

CHEM. 255.—Advanced Biochemistry Laboratory Course. (6 points.)

The purpose of this course is to acquaint the student with the more important methods of Biochemical Research. The course is divided into three parts: the first covers the methods used by the organic chemist; the second, those used by the physical chemist; the third, those of the physiologist.

LEOPOLD R. CERECEDO, Ph.D.
WERNER FREUDENBERG, Ph.D.
WILLIAM H. HAMILL, M.S.

CHEM. 351-352.—Seminar in Physiological Chemistry. (4 points.)

Conferences and reports on some chosen topic in Physiological Chemistry.

Two hours per week throughout the year.

Thursday, 7.30 P.M. LEOPOLD R. CERECEDO, Ph.D.

CHEM. 231.—Advanced Quantitative Analysis. (3 points.)

Laboratory work embracing some of the more advanced analytical determinations not ordinarily given in college courses of quantitative analysis. Lectures will be given from time to time, and stress will be laid on the solution of problems.

Two three-hour laboratory periods per week.

First Semester. REV. FRANCIS W. POWER, S.J.

Fee, $45.00. Breakage deposit, $20.00.

CHEM. 235.—Micro-Organic Analysis (Pregl). (6 points.)

This course will deal with the use of the micro balance, preparations of material for analysis and the practical instruction in determination of carbon, hydrogen, nitrogen (Kjeldahl and Dumas method), metals, the carboxyl group, sulphur, halogens, and methoxy groups in organic compounds.

Three laboratory periods per week throughout the year.

REV. FRANCIS W. POWER, S.J.

CHEM. 245.—Advanced Organic Preparations. (6 points.)

Laboratory work based on Gattermann and on "Organic Syntheses," performing some of the more difficult syntheses not usually given in a college course of organic chemistry.

Fee, $90.00. Breakage deposit, $20.00. WERNER FREUDENBERG, Ph.D. AND ASSISTANTS.

CHEM. 248.—Organic Analysis. (10 points.)

Part I—Qualitative: This course will treat of the identification of the more important elements and groups in organic compounds.

WERNER FREUDENBERG, Ph.D. AND ASSISTANTS.

Part II—Quantitative: Same as CHEM. 235.

REV. FRANCIS W. POWER, S.J.

CHEM. 271 - 272.—Colloids. (4 points.)

A lecture course dealing with the properties and reactions of dispersed systems and the theories which apply to them.

Two lectures per week. WILLIAM H. HAMILL, M.S.
Four hours laboratory per week.
First Semester.

CHEM. 273 - 274.—Reaction Rates. (4 points.)

A lecture course dealing with the kinetics of chemical reaction.

Two lectures per week. WILLIAM H. HAMILL, M.S.
Four hours laboratory per week.
Second Semester.

CHEM. 275 - 276.—Thermodynamics. (4 points.)

A course of lectures on the general problems of energy relationships and equilibrium, together with their application to chemistry.

Two lectures per week throughout the year.
WILLIAM H. HAMILL, M.S.

CHEM. 255.—Chemotherapy. (2 points.)

A lecture course dealing with the applications of organic chemistry to synthetic medicinals and the relation of structure to physiological activity.

Two lectures per week. LEOPOLD R. CERECEDO, Ph.D.
Second Semester.

DIVISION OF EDUCATION

Division Committee: PIERRE J. MARIQUE, Pd.D., Ph.D., *Chairman*
ROBERT T. ROCK, Ph.D.
REV. JAMES T. CRONIN, Ph.D.

GENERAL REQUIREMENTS FOR GRADUATE WORK IN THE DIVISION OF EDUCATION

The Master's Degree (M.A.)

The requirements for the Master's degree are thirty points of graduate work, satisfaction of the language requirement, satisfactory comprehensive examination in the major field and successful completion of a thesis.

At least half of the required points should be earned in courses numbered 200 or above.

The student's course work shall be distributed as follows:

1. A minimum of 15 points must be taken in the student's major field.

2. A minimum of 6 points shall be taken in a minor field which the student shall elect with the advice of his Mentor. The minor field shall consist of related courses, preferably outside the student's major field, which are allied, however, to the major field either by content or through the student's professional objectives.

3. Students must take either Part I or Part II of the Fundamentals of Scholastic Philosophy, PHIL. 201 - 202 or PHIL. 203 - 204. Students who have completed a full undergraduate course in Scholastic Philosophy in a Catholic college are exempted from this requirement.

The remaining required points shall be taken in the major or minor fields, or in related fields, with the approval of the Mentor.

The department in which the student majors may require additional evidence of fitness for the degree aside from the satisfaction of requirements stated above.

The Doctor's Degree (Ph.D.)

I. *Preliminary Qualification:*

1. The application of a student proposing to work for the degree of Doctor of Philosophy shall be examined by the Committee of the department of his proposed major field during the semester in which the first course is taken towards this degree. The Committee will consider the applicant's previous scholastic record, his professional achievements, the time he expects to devote to study and other matters which may indicate fitness for this degree.

2. A student proposing to work for the doctorate degree will be required to give further preliminary evidence of qualification in a diagnostic seminar, or its equivalent, under the direction of his Department Committee. The student will be required to begin to present such evidence, in the manner prescribed by his Committee, during the semester in which the first course towards the doctorate is taken.

3. The Department Committee will recommend, not later than the end of the second semester of the student's course work, that the student proceed in his studies, discontinue his studies or furnish additional evidence of qualification to the Committee.

II. *Courses and Distribution:*

1. Beyond the baccalaureate degree, a minimum of 70-75 points of course work is required. More than half of these points shall be in courses numbered 200 or above.

   The distribution of the required points shall be as follows:

   (A) A minimum of 30 points in the major field.

   (B) Fifteen points in a minor field which the student shall elect with the advice of his Mentor.

   (C) All students must take Part I and Part II of the Fundamentals of Scholastic Philosophy, PHIL. 201 - 202 and PHIL. 203 - 204. Students who have completed a full undergraduate course in Scholastic Philosophy in a Catholic college are exempted from this requirement.

   Remaining required points shall be taken in the major, minor or related fields, according to the advice of the Mentor. If the Mentor judges the student deficient in prerequisite educational work, the removal of such deficiency shall take precedence, as far as necessary, over any elective work.

2. Beyond the Master's degree, a minimum of 40 points of course work is required. At least 30 points shall be in courses numbered 200 or above. The distribution of the required points shall be as follows:

   (A) A minimum of 18 points in the major field. In case the student has not completed 15 points in the same major field for the Master's degree, such deficiency must be remedied.

   (B) A minimum of 8 points in a minor field, which the student shall elect with the advice of his Mentor.

   (C) Students must take Part I or Part II of the Fundamentals of Scholastic Philosophy, PHIL. 201 - 202 or PHIL. 203 - 204. Students who have completed a full undergraduate course in Scholastic Philosophy in a Catholic college are exempted from this requirement.

   Remaining required points shall be taken in the major, minor or related fields, according to the advice of the Mentor.

III. *Language Requirements:*

Requirements for the doctorate will include a reading knowledge of two modern foreign languages, usually French and German. As a substitute for one modern foreign language, the student may submit evidence of ability to use other language techniques, or statistical methods. Before a substitution for either French or German will be permitted, the student must satisfy his Department Committee that such substitution is a necessary tool in his proposed field of research. The language requirements and any substitution are prerequisites to active research work and must be satisfied before the student is admitted to the Written Integration Examination.

IV. *Written Integration Examination:*

Before admission to candidacy, the student must pass a final written examination in the field of interest towards which his courses have been directed. He shall not be eligible to take this examination until his required course work is completed. The purpose of this examination is to test the prospective candidate's command of integrated knowledge in his field. This examination shall be prepared and graded by the Department Committee in the student's major field, assisted by such other faculty members as the student's course program makes desirable, in the judgment of the Department Committee. When the student has passed satisfactorily this written integration examination, he may be admitted to candidacy for the doctorate degree.

V. *Dissertation Seminar:*

When the student has passed the written integration examination, he must enter the dissertation seminar of his major department and remain in attendance until his dissertation is satisfactorily completed and in no case shall such attendance be for less than 60 semester hours.

VI. *Dissertation:*

The candidate shall prepare a satisfactory dissertation under the direction of his Department Committee.

VII. *Final Oral Examination:*

The candidate must pass a final oral examination after the completion of his dissertation. This examination shall concern mainly the candidate's dissertation and his field of study.

DEPARTMENT OF HISTORY AND PHILOSOPHY OF EDUCATION

Department Committee

Pierre J. Marique, Pd.D., Ph.D., *Head of Department.*
John D. Redden, Ph.D.
Rev. Martin J. Smith, S.J., M.A.

Conference Hours:

Dr. Marique—Friday, 3-5; Monday, Tuesday and Thursday, 3-4.
Dr. Redden—Monday and Friday, 3-4.
Father Smith—Wednesday, 3-4.

Students may major in this department in either History or Philosophy of Education.

Departmental Requirements

In addition to the general requirements for graduate work in the Division of Education, students majoring in this department must take the following specific courses, according to the major field chosen and the degree sought:

I. *Majors in History of Education:*

(A) Master's Degree:

1. Science and Method of History (HIST. 201-202).
2. Early Christian Education (EDUC. 205).
3. Philosophy of Education—Introductory (EDUC. 213).
4. Educational Aims and Ideals (EDUC. 214).
5. Educational Classics Seminar (EDUC. 301-302).

(B) Doctor's Degree:

1. Science and Method of History (HIST. 201-202).
2. Early Christian Education (EDUC. 205).
3. Mediæval Education (EDUC. 206).
4. Ancient Greek and Roman Education (EDUC. 203-204).
5. History of Education in Modern Times (EDUC. 208).
6. Educational Aims and Ideals (EDUC. 214).
7. Naturalism in Education (EDUC. 231).
8. Nationalism in Education (EDUC. 232).
9. Educational Classics Seminar (EDUC. 301-302).

II. *Majors in Philosophy of Education:*

(A) Master's Degree:

1. Philosophy of Education—Introductory (EDUC. 213).
2. Educational Aims and Ideals (EDUC. 214).
3. Early Christian Education (EDUC. 205).
4. Philosophy of Education, V—Moral Education (EDUC. 215).
5. Educational Classics Seminar (EDUC. 301-302).

(B) Doctor's Degree:

1. Philosophy of Education—Introductory (EDUC. 213).
2. Educational Aims and Ideals (EDUC. 214).
3. Philosophy of Education, V—Moral Education (EDUC. 215).
4. Philosophy of Education, VI—Æsthetic Education (EDUC. 216).
5. Naturalism in Education (EDUC. 231).
6. Nationalism in Education (EDUC. 232).
7. The Social Trend in Modern Education (EDUC. 233).
8. Early Christian Education (EDUC. 205).
9. Educational Classics Seminar (EDUC. 301-302).

III. *Majors in History and Philosophy of Education:*

All students majoring in this department, for either the Master's or the Doctor's degree, must attend the Dissertation Seminar, EDUC. 401-402, for at least 60 hours. No point-credit is granted for this seminar.

HISTORY OF EDUCATION

EDUC. 171-172.—History of Education. (4 points.)

A general survey of the history of culture and education.

The first half of the course deals with: The general character of Oriental education; ancient Greek and Roman education; the contributions of Christianity to education; early Christian schools; mediæval culture and types of education.

The second half of the course is concerned with: The influence on culture and education of the Renaissance and Reformation, the scientific movement, the enlightenment, the movement for the improvement of method, naturalism, socialism and nationalism.

Monday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters.

EDUC. 202.—Oriental Education. (3 points.)

A brief survey of civilization, culture and education in ancient Egypt, Babylonia, China, India, Persia, Judæa; their contributions to western civilization, culture and education.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 203 - 204.—Ancient Greek and Roman Education. (6 points.)

(a) Hellas and Hellenism. Periods of Greek culture and education; characteristics of each; the liberal *vs.* the scientific Greek education; the evolution of the content of Greek education under the influence of scientific investigation and philosophy. The early Greek philosophers; the Sophists, Socrates, Plato and Aristotle. The organization of the content of Greek education in the Alexandrian period.

(b) Early Roman education and its gradual Hellenization. Contrast of Roman education in the age of Cicero and that of Quintilian. The permanent contributions of Greece and Rome to Western culture and education.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 205.—Early Christian Education. (3 points.)

The Roman world at the beginning of the Christian era, especially its educational system. The beginnings and main contributions of Christianity to education; assimilation of pagan learning by Christian education; the Fathers of the Church and education. The Christian school system.

Saturday, 9.15-10.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 206.—Mediæval Education. (3 points.)

The new Western world. The reconstruction of Western civilization under the influence of the Church, especially of monasticism. Irish culture in the early Middle Ages and the educative influence of the Irish monks. The Carolingian revival. Celtic, Teutonic and Saracen contributions to Western culture and education. The growth of scholasticism and Christian mysticism. Mediæval culture. Types of mediæval education. The growth of the universities, their organization, work, privileges, influence. Mediæval masters and text-books. The Mediæval educational system in the Fourteenth Century.

Saturday, 9.15-10.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 207.—History of Education in Modern Times. (3 points.)

The transition period between the Middle Ages and the Eighteenth Century is covered. The course begins with a survey of the mediæval educational system and then deals with the following movements and their influence on education: The Renaissance. The Protestant Revolution. The Catholic Revival and the Early Scientific Movement. Special attention is given to the beginnings of Christian education in the United States.

Friday, 4.15-5.55. REV. MARTIN J. SMITH, S.J.
First Semester.

EDUC. 208.—History of Education in Modern Times. (3 points.)

A survey of the condition of the school in the Eighteenth Century and a brief consideration of the educational meaning of the enlightenment, the industrial and political revolutions which ushered in the modern era. The course then deals with the trend of educational theory in the Nineteenth Century, the changes in the practice in classroom teaching, the growth of national school systems and the multiplication of types of schools.

Friday, 4.15-5.55. REV. MARTIN J. SMITH, S.J.
Second Semester.

EDUC. 209 - 210.—History of Education in the United States. (6 points.)

After a brief survey of education in colonial times, the course deals at some length with the development of the educational system in the United States in the last one hundred and fifty years and the democratic principles upon which it is founded.

Saturday, 9.15-10.55. JOHN REDDEN, Ph.D.
Both Semesters.

EDUC. 211.—Comparative Education, I. (3 points.)

A comparative study of the historical development of the more important national systems of education in the Nineteenth Century.

Wednesday, 4.15-5.55. JOHN REDDEN, Ph.D.
First Semester.

EDUC. 212.—Comparative Education, II. (3 points.)

A comparative study of the historical development of a few state systems of education in the United States.

Wednesday, 4.15-5.55. JOHN REDDEN, Ph.D.
Second Semester.

EDUC. 301 - 302.—Educational Classics Seminar. (6 points.)

A critical study of the more important educational treatises in classical antiquity and the Middle Ages. During the second semester modern times will be considered.

Tuesday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters.

PHILOSOPHY OF EDUCATION

EDUC. 173 - 174.—Philosophy of Education. (4 points.)

A general course dealing with:

(a) The nature and function of a philosophy of education; the essential elements in a Christian philosophy of education; current trends in educational theory and practice; educational aims, particularly the cultural, utilitarian, moral and religious aims; educational ideals; psychological survey and the neo-psychologies; general principles governing physical education; the immediate aim of intellectual education; the materials of instruction and their educative value.

(b) General principles governing the organization of the materials of instruction; the assimilation of knowledge, its psychological and logical aspects; general principles governing method; æsthetic, moral, religious education; educational agencies; the teacher's preparation.

Monday, 4.15-5.55. REV. MARTIN J. SMITH, S.J.
Both Semesters.

EDUC. 213.—Philosophy of Education, I—Introductory. (3 points.)

(a) Philosophy, science, history and religion; the nature and function of each and their relation to one another. The nature, function and scope of a philosophy of education; its relation to philosophy, history, religion, the art and science of education, and allied sciences.

(b) Education a social and individual process. The fivefold character of education from the standpoint of the individual: physical, intellectual, æsthetic, moral, religious. The relation of this fivefold character to the various aspects of reality: material and spiritual, the true, the beautiful and the good, all three combined in the religious.

Thursday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
First Semester.

EDUC. 214.—Philosophy of Education, II—Educational Aims and Ideals. (3 points.)

Education and curiosity, imitation, the desire for self-improvement. Educational aims and ideals, in the past—to-day; their evaluation.

Thursday, 4.15-5.55. PIERRE J. MARIQUE, Pd.D., Ph.D.
Second Semester.

EDUC. 215.—Philosophy of Education, V—Moral Education. (3 points.)

The aim and importance of moral education. Historical survey. Various theories of the concept law, the moral nature of the individual; heredity; environment, will, habit; character education achieved through precept, example, supervision, religion.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 216.—Philosophy of Education, VI—Æsthetic Education. (3 points.)

The nature of the beautiful. The æsthetic sentiment and its cultivation in work, speech, manners. The relation of æsthetic education to other phases of the educative process.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 231.—Naturalism in Education. (3 points.)

After a brief survey of the modern systems of philosophy which claim the study of nature as their fountainhead, the course will consider their influence on teacher training, educational aims, ideals, contents, and, incidentally, on literature, art and ethics.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 232.—Nationalism in Education. (3 points.)

A comparative study of the Christian and revived pagan concepts of the State and the bearing of these two concepts on educational policy, especially in the last hundred years.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 233.—The Social Trend in Modern Education. (3 points.)

Radical *vs.* conservative social theories and their educational meaning. A historico-philosophical study.

Not given in 1935-1936. PIERRE J. MARIQUE, Pd.D., Ph.D.

HISTORY AND PHILOSOPHY OF EDUCATION

EDUC. 311 - 312.—Research in the History and Philosophy of Education.

Hours to be arranged. PIERRE J. MARIQUE, Pd.D., Ph.D.

EDUC. 401 - 402.—Dissertation Seminar in History and Philosophy of Education.

Saturday, 11.05-12.45. PIERRE J. MARIQUE, Pd.D., Ph.D.
Both Semesters. JOHN REDDEN, Ph.D.
REV. MARTIN J. SMITH, S.J.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND METHODS

DEPARTMENT COMMITTEE

REV. JAMES T. CRONIN, Ph.D., *Head of Department.*
ROBERT L. BURNS, Ph.D.
FRANCIS A. RYAN, Ph.D.

Conference Hours:

DR. CRONIN—Thursday, 3-6; Tuesday, Wednesday and Friday, 3-4.
DR. BURNS—Monday, 4-6.
DR. RYAN—Wednesday and Friday, 3-6. Other hours by appointment.

Students may major in this department in either Educational Administration or Educational Methods.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements for graduate work in the Division of Education, students majoring in this department must take the following specific courses, according to the major field chosen and the degree sought.

I. *Majors in Educational Administration:*

(A) Master's Degree:

1. Techniques of Research with Diagnostic Seminar (EDUC. 349 - 350).
2. The Principles of Educational Administration (EDUC. 277 - 278).

(B) Doctor's Degree:

1. Techniques of Research with Diagnostic Seminar (EDUC. 349 - 350). (This course must be begun in the first semester of the student's course work.)
2. The Principles of Educational Administration (EDUC. 277 - 278).
3. One full course from the following group: The Administration of the Elementary School (EDUC. 279 - 280). The Administration of the Secondary School (EDUC. 281 - 282). The Administration of Catholic School Systems and Schools (EDUC. 283 - 284).
4. Two full courses or the equivalent in half courses from the following group: School Finance (EDUC. 285 - 286). School Law (EDUC. 287 - 288). The Administration of School Buildings and Equipment (EDUC. 289). The Administration of Pupil Personnel (EDUC. 290). The Social Philosophy of Educational Administration (EDUC. 291 - 292).

II. *Majors in Educational Methods:*

(A) Master's Degree:

1. Techniques of Research with Diagnostic Seminar (EDUC. 349 - 350).
2. History of Educational Methods (EDUC. 293 - 294), or Philosophy of Educational Methods (EDUC. 295 - 296).

(B) Doctor's Degree:

1. Techniques of Research with Diagnostic Seminar (EDUC. 349 - 350). (This course must be begun in the first semester of the student's course work.)
2. History of Educational Methods (EDUC. 293 - 294).

3. Philosophy of Educational Methods (EDUC. 295 - 296).

4. Research in Educational Methods (EDUC. 347 - 348).

III. *Majors in Educational Administration and Educational Methods.*

All students majoring in this department, for either the Master's or the Doctor's degree, must attend the Dissertation Seminar (EDUC. 405 - 406), for at least 60 hours. No point-credit is granted for this seminar.

SPECIAL METHODS

EDUC. 113.—Methods of Teaching Biology. (2 points.)

A clear statement of the value of biology from an educational standpoint. The relation of biology to other sciences. Selection of subject-matter and its arrangement in courses of study. Aids for the demonstration of various types.

Wednesday, 4.15-5.55 (Uptown). JAMES A. MULLEN, Ph.D.
Either Semester.

EDUC. 114.—Methods of Teaching Chemistry in Secondary Schools. (2 points.)

The course is designed primarily for those who wish to acquaint themselves with the most modern theories and practices relating to the teaching of chemistry in secondary schools. Some of the topics the course will deal with are: Subject-matter in New York Syllabus. Other State Syllabi. The basis for the selection of material. The organization and presentation of material. The laboratory—its aims and objectives. Critical evaluation of the various articles and studies relating to the teaching of chemistry. Tests and measurements in chemistry. Chemistry in light of modern pedagogy.

Friday, 4.15-5.55 (Uptown). DANIEL F. FITZPATRICK, M.A.
Either Semester.

EDUC. 115.—Extra-Curricular Activities. (2 points.)

The relation of extra activities of school life as an aid to training for citizenship and as a means of introducing the pupil to education for leisure time will be studied. The corelation of these activities with the school curriculum and the relation of extra activities to the question of vocational guidance will be examined. Among the activities that will be considered are: Play in education, athletics, with particular reference to the organization and management of competitions; the school newspaper, the school assembly.

NOTE: *A thirty-hour course in Extra-Curricular Activities is required by the Education Board of the State of New Jersey for higher license.*

Monday, 7-8.40. LEO I. KEARNEY, M.A.
Either Semester.

EDUC. 119.—Methods of Teaching Economics. (2 points.)

This course is devoted to a study of the problem of teaching economics to adolescent girls and boys. It will cover the general objectives and methods of teaching economics. Special emphasis will be placed on the concrete application of pedagogical principles to actual classroom situations.

Tuesday, 4.15-5.55. EUGENE B. RILEY, M.A.
Either Semester.

EDUC. 121 - 122.—Principles and Practices in Teaching Speech in Secondary Schools. (4 points.)

Through lectures, observation and practical demonstration the course will present a study of materials and techniques in speech training in their relation to approved principles of secondary education. In Part I the problems of the required speech class will be considered. The new syllabus in speech recently adopted by the Board of Education in New York City will be used as a basis for discussion. This course is planned to acquaint the teacher of speech or of English with the chief problems involved in high school speech training and to suggest practical means for their solution through the regular class work. Part II will deal with problems of the elective courses and extra-curricular activities for the gifted student, and with the organization of clinical aid for the speech-handicapped. The course is planned to assist teachers of speech to utilize the speech arts as a means of individual development and social adjustment. It also presents a survey of accepted techniques for the diagnosis and correction of major speech disorders and their adaptation to the organization of the modern high school.

Thursday, 4.15-5.55. MARY T. MCGRATH, M.A.
Both Semesters.

EDUC. 123.—Methods of Teaching Art in the Elementary Schools. (2 points.)

Either Semester. MAX S. WILKES, M.A.

EDUC. 124.—Methods of Teaching Art in the Junior and Senior High Schools. (2 points.)

Either Semester. MAX S. WILKES, M.A.

EDUC. 125.—Methods of Supervision and Teacher Training in Art. (2 points.)

Either Semester. MAX S. WILKES, M.A.

EDUC. 126.—Comprehensive Survey of Art Education in Elementary Schools and in Junior and Senior High Schools. (2 points.)

This course is designed especially for teachers and supervisors of art and for candidates for all art licenses. An intensive course covering theory, methods and technique.

Either Semester. MAX S. WILKES, M.A.
Fee, $30.00.

EDUC. 127.—Teaching Composition in Junior and Senior High Schools. (2 points.)

This is a practical treatment of the fundamentals of writing and speaking as it affects the junior or senior high school student. Through discussions, readings, reports and demonstrations the prospective teacher of language is prepared to face the common classroom situations and problems of the subject.

Saturday, 11.05-12.45. JOSEPH F. MORIARTY, M.A., LL.B.
First Semester.

EDUC. 128.—Teaching Literature in Junior and Senior High Schools. (2 points.)

Students intending to teach high school English will find this study helpful. The objectives in literature instruction, classroom problems and methods of dealing with the presentation of classics read on these levels are some of the topics dealt with here.

Saturday, 11.05-12.45. JOSEPH F. MORIARTY, M.A., LL.B.
Second Semester.

EDUC. 134.—Methods and Devices in Teaching English to Non-English-Speaking Adults. (2 points.)

An outline of the general procedure of teaching English and citizenship and the special technique required with beginning and advanced groups of non-English-speaking adults will be presented, together with an outline of the procedure of naturalization and a discussion of a course of study in naturalization aids for aliens. Those satisfactorily completing the course will receive from the State Department of Education a certificate in immigrant training, which satisfies one of the requirements for eligibility to teach English and citizenship in the evening schools conducted by the Board of Education.

Thursday, 6-7.40. ABRAHAM CURZAN, M.A.
Second Semester.

EDUC. 135.—Methods of Teaching Health Education in Elementary Schools. (2 points.)

In this course special consideration is given to methods of teaching the principles of health education.

Wednesday, 4.15-5.55. HELEN LIDELLE JONES, M.A.
First Semester.

EDUC. 136.—Methods of Teaching Health Education in Secondary and Continuation Schools. (2 points.)

In this course special consideration is given to methods of teaching the principles of health education.

Wednesday, 4.15-5.55. HELEN LIDELLE JONES, M.A.
Second Semester.

EDUC. 137 - 138.—Methods of Teaching Food and Nutrition in Elementary, Secondary and Continuation Schools. (4 points.)

In this course special consideration is given to methods of teaching the principles of nutrition by the classroom teacher who has not specialized in this field.

Thursday, 4.15-5.55. HELEN LIDELLE JONES, M.A.
Both Semesters.

EDUC. 139.—Phonetics for Modern Language Teachers. (2 points.)

A general course dealing with the theory and practice of the science of speech sounds as applied to modern foreign languages, especially French, Spanish, German and Italian. The study and analysis is based on English sounds, emphasizing the differences between English and foreign pronunciation. The topics treated will be: Production of speech sounds, sound changes, word groups, rhythm and intonation. There will be graded exercises in the standard pronunciation of modern foreign languages, practice in the use of the symbols of the International Phonetic Association, and intensive oral and ear training. The course is intended for students and teachers of modern foreign languages and teachers of English to foreigners. No previous knowledge of phonetics is necessary.

Saturday, 11.05-12.45. JOHN M. PITTARO, M.A.
Either Semester.

EDUC. 141.—Methods of Teaching Modern Foreign Languages in Secondary Schools, I. (2 points.)

The teaching of modern foreign languages will be discussed and progressive practices in methods will be evolved to meet present-day conditions in the junior and senior high schools. The main principles of language teaching will be applied to French, Spanish, German and Italian. Attention is given to the selection and handling of material, with practical demonstrations by the instructor. There will be lectures, individual and group projects, readings, reports, discussions and a critical examination of modern language bibliography. For teachers in service, department heads and those who are preparing to teach modern foreign languages.

Saturday, 9.15-10.55. JOHN M. PITTARO, M.A.
First Semester.

EDUC. 142.—Methods of Teaching Modern Foreign Languages in Secondary Schools, II. (2 points.)

A concrete and practical course in which the fundamental principles of modern language teaching will be projected into classroom practice. It consists of the following steps: Mastery of subject-matter to be taught, preparation for teaching by observation, making unit plans. Emphasis will be placed on the classroom technique of reading, grammar and composition in the modern language recitation. Students will work out daily lesson plans from

standard texts used. The selection of text-books, tests and measurements, new-type examinations, visual aids, realia and other vitalized material will receive careful consideration. A term paper will be required on a personal investigation of some problem in modern language teaching.

Saturday, 9.15-10.55. JOHN M. PITTARO, M.A.
Second Semester.

EDUC. 143.—Problems in Modern Foreign Language Method, I. (2 points.)

The course attempts to evolve principles which characterize the efficient solution of problems which arise in teaching modern foreign languages in secondary schools. This is accomplished by an analysis of the problems met in actual teaching situations followed by the development of a technique to determine base lines for their solution. Several projects dealing with practical assignments will be planned and executed.

Wednesday, 4.15-5.55. JOHN M. PITTARO, M.A.
First Semester.

EDUC. 144.—Problems in Modern Foreign Language Method, II. (2 points.)

The course is designed to enrich the student's experience by contacts with problems which are related to and grow out of the reports of the modern foreign language study. The publications of the study will be examined and discussed. The aim is to guide the student to a more complete understanding and a keener appreciation of current problems in the field of modern foreign languages. Members of the class will be advised and encouraged to undertake for solution some major problem of individual interest in the study.

Wednesday, 4.15-5.55. JOHN M. PITTARO, M.A.
Second Semester.

EDUC. 147 - 148.—Methods of Teaching History and Civics in Secondary Schools. (4 points.)

This course is devoted to a study of the general problems of history-teaching with special reference to the high school. It will consider the nature of history; its relation to other subjects, and its place in education; selection of subject-matter and its arrangement in courses of study; effective presentation of materials of instruction; judging text-books; collateral reading; testing results.

Friday, 4.15-5.55. EUGENE B. RILEY, M.A.
Both Semesters.

EDUC. 151 - 152.—Methods of Teaching Mathematics in Secondary Schools. (4 points.)

Specific lessons according to modern trends. Interpretation of the State Syllabi of New York and New Jersey. Lessons in algebra and elementary trigonometry in the first semester; lessons in

demonstrative geometry in the second semester. This course also affords an excellent opportunity to students who wish to review elementary high school mathematics.

Saturday, 11.05-12.45. ADOLPH A. LIPPE, M.A.
Both Semesters.

EDUC. 153.—A Course of Study in Religion for Elementary Schools, I. (2 points.)

Christian Doctrine as taught to children of First Communion age. Text: "A Little Child's First Communion" (*Introductory to the Spiritual Way Series*). (a) A study of the doctrinal background of text. (b) Explanation of pedagogical principles which should be applied in teaching Christian Doctrine. (c) Supervised practice in an appointed catechetical center, including discussions of individual problems and progress.

Wednesday, 4.15-5.55. REV. JOSEPH STRUGNELL.
First Semester.

EDUC. 154.—A Course of Study in Religion for Elementary Schools, II. (2 points.)

Christian Doctrine as taught to children of grades three and four. Text: Books One and Two of the *Spiritual Way Series*. (a) A study of the Biblical and Doctrinal background of text. (b) A study of the application of Pedagogical principles in the teaching of the following doctrines: GOD—Creator, Father, Almighty, All-Knowing; sanctifying grace; the Lord's Prayer; God's Image and Likeness in us; the purpose of man's creation and his final destiny; the Communion of Saints; the Commandments; Sin—Original—Mortal and Venial. (c) Supervised practice as outlined in First Semester.

Wednesday, 4.15-5.55. REV. JOSEPH STRUGNELL.
Second Semester.

EDUC. 155.—A Course of Study in Religion for Elementary Schools, III. (2 points.)

Christian Doctrine as taught to children of grades five and six. Text: Books Three and Four of the *Spiritual Way Series*. (a) A study of the biblical and doctrinal background of text. (b) A study of the application of pedagogical principles in the teaching of the following doctrines: The Blessed Trinity; Jesus, God and Man; Mary, the Mother of Jesus; the Holy Sacrifice of the Mass; Jesus' Church; the Sacraments. (c) Supervised practice as outlined in First Semester.

Not given 1935-1936.

EDUC. 157 - 158.—Methods of Teaching Religion. (4 points.)

Religious education brought in conformity with the principles of applied psychology and modern pedagogy. Adaptation, apperception, correlation, sense and emotional training, habit formation and the psychology of action. Models in method: the Gospels, the

Fathers and the practice of the Church. The Liturgy as a vehicle of character education. Catechetical method evaluated. An analysis of the more important methods in vogue and an outline of principles applicable to elementary and secondary education.

Tuesday, 4.15-5.55. REV. HENRY J. GEBHARD, M.A.
Both Semesters.

GENERAL METHODS

EDUC. 180.—Methods of Study. (2 points.)

Learning through experience; first-hand and second-hand learning; values of each; the nature of learning; the school, the recitation, the home in learning. Principles in method and sequence; values of the inductive and of the deductive approach. Language ability as an aid to learning. Value in extra-curricular activities and interests; recreational values; dangers of verbalism; "thinking" periods and "recreation" periods. Physical and mechanical conditions essential for efficient study. A method of procedure for personal study and for directive study. The student will be required to do practice and laboratory work.

Saturday, 1.15-2.55. LEO I. KEARNEY, M.A.
Either Semester.

EDUC. 181.—Visual Aids in Education, I. (2 points.)

This course will be devoted to a consideration of the psychological basis of visual aids in the classroom, and to demonstration and experiment with the various types of visual materials, as pictures, specimens, models, exhibits, maps, stereographs, film slides, moving pictures, projects, etc. The laboratory method will be used.

Tuesday, 4.15-5.55. WALTER F. ROBINSON, Ph.D.
First Semester.

EDUC. 182.—Visual Aids in Education, II. (2 points.)

This course will continue by applying the various types of visual aids to all modern general methods of teaching, and by demonstrating specific methods of using visual materials in each of the subjects of the elementary and high school curriculum, including religion; together with the administration and supervision of visual methods and materials.

Tuesday, 4.15-5.55. WALTER F. ROBINSON, Ph.D.
Second Semester.

EDUC. 183 - 184.—Principles and Methods of Secondary Education. (4 points.)

This course will deal with the organization and scope of secondary education; its aims and functions; its significant features contrasted with those of European systems; the programs of studies of the regular and of the reorganized types of high schools; the teacher's equipment; characteristics, needs and interests of

adolescents; analysis and evaluation of methods of instruction; diagnosis; lesson planning; assignment making; measuring results; recent trends and fundamental issues in secondary education.

Saturday, 11.05-12.45. FRANCIS A. RYAN, Ph.D.
Both Semesters.

Principles of Supervision.
Cf. EDUC. 185 - 186.

Elementary School Supervision.
Cf. EDUC. 187 - 188.

Secondary School Supervision.
Cf. EDUC. 189 - 190.

EDUC. 293 - 294.—History of Educational Methods. (6 points.)

An advanced course for students who have an adequate background in the field of educational methods. The course will comprise a general survey and interpretation of the rise and development of methods of teaching with special consideration of those which have continued or have reappeared in varying forms or under different names, and an analysis of the traditions and education philosophies represented in present-day practices.

Thursday, 4.15-5.55. FRANCIS A. RYAN, Ph.D.
Both Semesters.

EDUC. 295 - 296.—Philosophy of Educational Methods. (6 points.)

An advanced course for students who have an adequate background in the fields of philosophy and educational methods. The course will consist of critical examinations and evaluations of expressed and implicit philosophies in educational methods, proposed or in use in Europe and America.

Given 1936-1937. FRANCIS A. RYAN, Ph.D.

Principles and Practices of Curriculum Construction.
Cf. EDUC. 297 - 298.

EDUC. 347 - 348.—Research in Educational Methods. (6 points.)

This course will include an examination and evaluation of the research literature in the fields of elementary and secondary education.

Given 1936-1937. FRANCIS A. RYAN, Ph.D.

Techniques of Research with Diagnostic Seminar.
Cf. EDUC. 349 - 350.

EDUCATIONAL ADMINISTRATION AND EDUCATIONAL METHODS

EDUC. 405 - 406.—Dissertation Seminar in Educational Administration and Methods.

Saturday, 9.15-10.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters. ROBERT L. BURNS, Ph.D.
FRANCIS A. RYAN, Ph.D.

EDUCATIONAL ADMINISTRATION

EDUC. 185 - 186.—Principles of Supervision. (4 points.)

This course deals with the relation of supervision to education objectives; the field of supervision; types of supervisory organization; interrelations of supervisory officials; class visitations; conferences; faculty meetings; demonstration teaching; tests and measurements; statistical techniques; diagnostic studies; teacher rating; supervisory programs; problems of supervisors; scientific method in supervision; evaluation of supervision; needed research and experimentation in supervision.

Friday, 7-8.40. FRANCIS A. RYAN, Ph.D.
Both Semesters.

EDUC. 187 - 188.—Elementary School Supervision. (4 points.)

This course is intended for those in teaching or in supervisory positions who wish to consider the principles of classroom supervision as applied to learning situations; the interrelationship of supervisory officers; the organization of supervision by means of class visitation, conferences, demonstration teaching, testing and measurement; diagnosis and classification of pupils; research in supervision.

Given 1936-1937. FRANCIS A. RYAN, Ph.D.

EDUC. 189 - 190.—Secondary School Supervision. (4 points.)

A course dealing with the needs and means of improving instruction, especially through the activities of principals, special supervisors or heads of departments in high schools. Criteria will be developed and techniques of supervision will be discussed and evaluated in their relationship to educational objectives and in light of experimental studies.

Monday, 4.15-5.55. FRANCIS A. RYAN, Ph.D.
Both Semesters.

EDUC. 277 - 278.—The Principles of Educational Administration. (6 points.)

A comprehensive course dealing with: Historical aspects of organization and administration of schools; state organization and control; district, town and county organization; city school organization; boards of education; supervisory officers; teaching personnel; the curriculum; various administrative aspects of the pupil, including attendance, classification, health and guidance; administration of building, equipment and supplies; administration of business affairs, and public relations in school administration.

Friday, 4.15-5.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 279 - 280.—The Administration of the Elementary School. (6 points.)

This course will consider the status and problems of the elementary school principal, his function as a supervisor and his relation to progressive education. There will be also a consideration of

the procedures involved in the effective administration of an elementary school with critical consideration of the following major problems in elementary school administration: Testing programs; classification and promotion of pupils; extra-curricular activities and financial controls; health program; attendance; discipline; school building standards; pupil guidance and adjustment; special classes; community relations.

Saturday, 11.05-12.45. ROBERT L. BURNS, Ph.D.
Both Semesters.

EDUC. 281 - 282.—The Administration of the Secondary School. (6 points.)

This course will consider the relation of the secondary school to state and city school systems, to colleges and standardizing agencies; types and trends of secondary school organization; status of high school principal; school building; grounds and equipment; teacher load; principles of program making; testing programs; school records and reports; financial accounting; guidance; personnel problems; selection and assignment of teachers; health program; extra-curricular activities; cafeteria controls; student participation in government; curriculum organization; selection of text-books; examinations and marks; faculty meetings; publicity; community contacts.

Given 1936-1937. ROBERT L. BURNS, Ph.D.

EDUC. 283 - 284.—The Administration of Catholic School Systems and Schools. (6 points.)

This course will consider historical aspects of Catholic school administration; underlying Church laws and regulations; historical development of Catholic school boards and superintendencies; present status and functions of school boards and superintendencies; educational organization in religious communities; the functions of the pastor, supervisor and principal; various administrative practices, and the relations of Catholic school systems and schools to the state.

Given 1936-1937. REV. JAMES T. CRONIN, Ph.D.

EDUC. 285 - 286.—School Finance. (6 points.)

This course is intended for students in education, teachers and school officers who are interested in the problems of school finance. The following topics will be considered; sources of school revenue, apportionment of state school funds, school budget, control of school finances, comparative costs, financial accounting, school indebtedness, and financial publicity.

Wednesday, 4.15-5.55. ROBERT L. BURNS, Ph.D.
Both Semesters.

EDUC. 287 - 288.—School Law. (6 points.)

This course will consider statute and case law on the following topics: Relation of school and state; school districts and municipalities; school officers; boards of education; contractual and tort

liability of school boards and officers; legal status of pupil and teacher; school property; school money; and the legal rights and obligations of non-public schools.

Saturday, 11.05-12.45. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 289.—The Administration of School Buildings and Equipment. (3 points.)

Planning the building program; objective; evaluation of existing plant; determining ultimate plant; school building standards; school equipment.

Given 1936-1937. ROBERT L. BURNS, Ph.D.

EDUC. 290.—The Administration of Pupil Personnel. (3 points.)

This course will consider the various aspects of pupil personnel management, including control and guidance; compulsory education laws; census; school attendance and records; age-grade-progress studies; classification and promotion; extra-curricular phases; curricular problems; and the administration of individual differences.

Given 1936-1937. ROBERT L. BURNS, Ph.D.

EDUC. 291 - 292.—The Social Philosophy of Educational Administration. (6 points.)

This course will review the nature of recent social trends, summarize the efforts of society to adjust, to change and examine in detail the implications of these social trends and attempted adjustments for the school administrator.

Given 1936-1937. REV. JAMES T. CRONIN, Ph.D.

EDUC. 297 - 298.—Principles and Practices of Curriculum Construction. (6 points.)

The following topics will be considered: Concepts of the curriculum; basic principles of curriculum construction; influences affecting the curriculum; selection of subject-matter; grade placement and time allotment; organizing instruction; evaluating outcomes; the unit basis; and administrative consideration.

Wednesday, 4.15-5.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

EDUC. 349 - 350.—Technique of Research with Diagnostic Seminar. (6 points.)

The purpose of this course is twofold: (1) to acquaint the student with the various techniques and forms of research in educational fields, particularly administration and methods, and (2) to diagnose individual students as to their abilities to do educational research work.

Tuesday, 4.15-5.55. REV. JAMES T. CRONIN, Ph.D.
Both Semesters.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND MEASUREMENTS

Department Committee

Robert T. Rock, Jr., Ph.D., *Head of Department.*
Jack W. Dunlap, Ph.D.
Dorothea A. McCarthy, Ph.D.

Conference Hours:
Dr. Rock—Tuesday and Thursday, 2-4; and by appointment.

Departmental Requirements

In addition to the general requirements for graduate work in the Division of Education, students majoring in this department must take the following specific courses:

I. (A) Master's Degree:
   1. Educational Psychology (EDUC. 241 - 242).
   2. One full course in the department of Psychology.

   (B) Doctor's Degree:
   1. Advanced Educational Psychology (EDUC. 247 - 248).
   2. One full course in the department of Psychology.

II. All students majoring in this department for either the Master's or the Doctor's degree must attend the Dissertation Seminar (EDUC. 403 - 404) for at least 60 hours.

EDUC. 191.—Mental Hygiene, I. (2 points.)

A study of the adjustment of the individual to his environment with emphasis on causative factors underlying maladjustment and on preventive measures. In the first division, the case study method of individual diagnosis, preventive and remedial programs for the problems of the emotional adjustment of physically-handicapped, mentally-handicapped, gifted, and speech-defective children will be considered. Illustrative case material will be utilized.

Tuesday, 4.15-5.55. Dorothea A. McCarthy, Ph.D.
First Semester.

EDUC. 192.—Mental Hygiene, II. (2 points.)

A study of the adjustment of the individual to his environment with emphasis on the prevention of maladjustment through analysis of its underlying causative factors. Studies of the relationship between such environmental factors as parental attitudes, teachers' attitudes and community and recreational facilities to child adjustment and to juvenile delinquency will be considered and evaluated. Illustrative case material will be utilized.

Tuesday, 4.15-5.55. Dorothea A. McCarthy, Ph.D.
Second Semester.

EDUC. 193.—Educational and Intelligence Tests, I. (2 points.)

A brief treatment of the principles underlying tests and measurements and an examination of the more important achievement and intelligence tests. The improvement of traditional examination methods through the construction and use of objective unstandardized classroom tests will be considered. Technique for the administration, scoring and presentation of results of tests will be treated.

Saturday, 9.15-10.55. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 194.—Educational and Intelligence Tests, II. (2 points.)

The emphasis in this course will be placed on standardized tests, their applications in research problems, their uses by the classroom teacher, the choice of tests and the development of a testing program, and the presentation and interpretation of test results. The more important achievement, intelligence, diagnostic and aptitude tests will be surveyed. The relationships between measures of intelligence, achievement and special aptitudes will be treated. An analysis will be made of the major theories and assumptions in measurements.

Saturday, 9.15-10.55. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 195 - 196.—Introduction to Statistics in Educational Literature. (4 points.)

(*Prerequisite for undergraduates:* One of the following courses: EDUC. 31 - 32, EDUC. 37 - 38, EDUC. 193 - 194.)

This course is intended for students with a limited mathematical background. It is designed to enable the student to read original experimental articles in psychology and in education that employ statistics. Emphasis will be placed on the assumptions underlying the use of various measures and on the interpretation of statistical data, charts and graphs in technical literature. Students with a mathematical background who wish to make extensive use of statistics in connection with research problems should register for EDUC. 255 - 256 in preference to this course.

(Substitution for language requirement: Students majoring in education may offer, with the approval of their mentor, statistics as a substitute for the language requirement for the M.A. degree or in place of one of the languages required for the Ph.D. degree. Students completing this course should apply to the instructor for a special examination in order to secure certification for this substitution.)

Thursday, 4.15-5.55. JACK W. DUNLAP, Ph.D.
Both Semesters.

EDUC. 197.—The Psychology of Learning. (2 points.)

The object of this course is to show the difference in kind between animal and human learning. The Behaviorist and Gestalt approach will both be examined. Animal learning, learning amongst primitive races, the learning process of children and

adults will be successively analyzed and compared. A detailed review of this field will serve as basis for the deduction of the fundamental principles of instruction and education.

Friday, 4.15-5.55. REV. J. CASTIELLO, S.J.
First Semester.

EDUC. 241 - 242.—Educational Psychology. (6 points.)

The present status of research on psychological topics as they are related to educational theories and practices. In the first semester discussion and readings will center around the following subjects: heredity, growth and development of the individual; instincts; emotion; drives and incentives in relation to individual adjustment; general and special capacities and uses and results of intelligence testing. The second semester will be concerned chiefly with learning and habit formation, with emphasis on economy and guidance in learning and on efficient methods of learning; transfer of training; the higher thought processes and the measurement of personality traits.

Saturday, 9.15-10.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters.

EDUC. 243.—Psychology of the Elementary School. (3 points.)

A critical survey of the most important research studies relating to the learning of arithmetic, spelling, reading, language and the social studies. Psychological data bearing upon recent modifications in instructional procedures will be considered. The educational implications of the magnitude of individual differences in ability and achievement will be treated.

Thursday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
First Semester.

EDUC. 244.—Psychology of the Secondary School. (3 points.)

A survey of the most important research studies relating to the learning of mathematics, English and foreign languages and the natural and social sciences in the high school.

Experimental evaluations of ability grouping will be studied and a brief consideration given to the psychological techniques proposed and employed for the guidance of secondary school pupils.

Thursday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Second Semester.

EDUC. 247 - 248.—Advanced Educational Psychology. (6 points.)

(*Prerequisite:* EDUC. 241 - 242 or its equivalent.)

An intensive study of a small number of important problems in educational psychology with emphasis upon criticism of recent and current research on those problems.

This course is required of all candidates for the Doctor's degree in the Department of Educational Psychology, but students majoring in other departments may enroll in the course, provided they have already completed one graduate course in educational psychology.

Tuesday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters.

EDUC. 249 - 250.—Psychology of Childhood. (6 points.)

A study of the development of the normal child from birth to maturity. Physical, mental, emotional and social development will be followed through a critical study and evaluation of recent experimental and observational studies. Opportunity will be afforded for observation of young children. EDUC. 249 is a prerequisite for registration in EDUC. 250.

Monday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Both Semesters.

EDUC. 255 - 256.—Statistical Methods in Education and Psychology. (8 points.)

This course is designed for students who need to make extensive use of statistics in research. Emphasis will be placed on the derivation, computation and interpretation of the more commonly used statistical measures. The following topics will be treated: graphic representation, central tendency, variability, correlation, regression, biserial correlation, contingency coefficients, partial and multiple correlation, multiple regression equations, errors of measurement, the use of tables of the normal curve, sampling errors, and certain common statistical fallacies. One meeting each week will be devoted to laboratory work involving training in the use of computational aids such as calculating machines, slide rules, nomographs, tables, etc., in the handling of mass data.

(Substitution for language requirement: Upon recommendation of their Mentor, students majoring in education may offer a satisfactory knowledge of statistics as a substitute for the language requirement for the M.A. degree or in place of one of the languages required for the Ph.D. degree.)

Lecture and laboratory. JACK W. DUNLAP, Ph.D.
Not given in 1935-1936.

EDUC. 259 - 260.—Test Construction and Theory. (6 points.)

This is an advanced course in measurements in education and psychology. Topics treated will include: assumptions, underlying testing, criteria, reliability, validity, item analysis, sampling, norms and standardization techniques. Students will co-operate in the construction and standardization of a test. (Permission of the instructor required before enrolling.)

Not given in 1935-1936. JACK W. DUNLAP, Ph.D.

EDUC. 261.—Advanced Statistical Methods. (3 points.)

This is an advanced course in statistical methods for students who have completed EDUC. 255 - 256 or its equivalent. The course is designed for students undertaking investigations in which the statistics studied in the first graduate course are inadequate or inappropriate for a complete analysis of the data. The following topics will be treated: correction for attenuation, curvilinear correlation, special measures of relationships, semi-partial correlation, partial multiple regression equations, curve fitting, and the derivation of certain standard error formulas.

Tuesday, 7-8.40. JACK W. DUNLAP, Ph.D.
First Semester.

EDUC. 268.—The Use of Punched Card Tabulating Machines in Educational Research. (3 points.)

A lecture and demonstration course covering the application of punched card tabulating machines to the analysis of educational and other statistical data from large numbers of cases. Topics to be treated include: the construction and analysis of questionnaires; item analysis of educational, intelligence and personality tests; simple and multiple correlation by the punched card method; school census and school survey problems.

A complete set of Hollerith Tabulating Machines will be available in the statistical laboratory for demonstration purposes. Properly qualified students desiring more intensive training in the use of the tabulating machines may secure laboratory work by enrolling also in EDUC. 343 - 344.

Tuesday, 7-8.40. JACK W. DUNLAP, Ph.D.
Second Semester.

EDUC. 262.—The Organization of Ability. (3 points.)

An advanced course in measurements and statistics treating the work of Spearman, Kelley, Thurstone, Hotelling and others regarding the organization of ability. Methods for analyzing tables of intercorrelations into component factors will be given.

Not given in 1935-1936. JACK W. DUNLAP, Ph.D.

EDUC. 263 - 264.—Application of Tests to Educational and Vocational Guidance. (6 points.)

A critical study of the tests, rating scales and other devices, such as interest blanks, which have been proposed for educational and vocational guidance of the individual. Experimental studies involving these measures will be reviewed.

Monday, 4.15-5.55. ROBERT T. ROCK, JR., Ph.D.
Both Semesters.

EDUC. 265 - 266.—Individual Mental Examination. (8 points.)

This course includes a discussion of the history and development of individual mental tests, together with an evaluation and interpretation of their results in the light of recent experimental studies. Students are trained in the techniques of administering, scoring and interpreting psychometric examinations. In the first semester, emphasis will be placed on the administration of the Stanford-Binet examination. In the second semester, emphasis will be placed on non-verbal performance tests and other special aptitude tests commonly used in clinical practice. This course is preparatory to psychometric work in schools and clinics.

Lecture: Wednesday, 4.15-5.55. DOROTHEA A. MCCARTHY, Ph.D.
Laboratory: Friday, 4.15-5.55.
Both Semesters.

EDUC. 341 - 342.—Research in Child Development. (3 or more points each semester.)

A study of methods and techniques of research in child development and the application of such procedures in co-operative or

individual research projects under guidance. For advanced students only, by permission of the instructor.

Hours to be arranged. DOROTHEA A. MCCARTHY, Ph.D.

EDUC. 343 - 344.—Research in Statistics and Measurements. (3 or more points each semester.)

Advanced students will carry on co-operative or individual research projects under guidance. Registration only with the permission of the instructor.

Hours to be arranged. JACK W. DUNLAP, Ph.D.

EDUC. 345 - 346.—Research in the Psychology of Learning. (3 or more points each semester.)

Advanced students will carry on co-operative or individual research projects under guidance. Registration only with the permission of the instructor.

Hours to be arranged. ROBERT T. ROCK, JR., Ph.D.

EDUC. 403 - 404.—Dissertation Seminar in Educational Psychology and Measurements.

Saturday, 11.05-12.45. *Both Semesters.*

ROBERT T. ROCK, JR., Ph.D.
JACK W. DUNLAP, Ph.D.
DOROTHEA A. MCCARTHY, Ph.D.
REV. J. CASTIELLO, S.J., Ph.D.

DEPARTMENT OF ENGLISH

FACULTY COMMITTEE

JAMES E. TOBIN, Ph.D., *Head of Department.*
CHARLES J. DONAHUE, Ph.D.
RICHARD H. PERKINSON, Cand. for Ph.D.
JOHN REBER, M.A., Litt.D.

Conference Hours:

DR. TOBIN—Monday, Tuesday, Wednesday and Friday, 3-4; Saturday, 11-12.

DR. DONAHUE—Monday, Tuesday, Thursday and Friday, 3-4; Saturday, 11-12.

MR. PERKINSON—Tuesday, Wednesday, Thursday and Friday, 3-4; Saturday, 10-11.

DR. REBER—Wednesday and Thursday, 3.15-4.15, and by appointment.

NOTE: During 1935-1936, Dr. Reber will direct students majoring in Old and Middle English; Mr. Perkinson, those majoring in Sixteenth and Seventeenth Century English Literature; Dr. Donahue, those majoring in Eighteenth Century English Literature and in American Literature; Dr. Tobin, those majoring in Nineteenth Century English Literature and in Mediæval Literature.

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

As a prerequisite, at least 18 credit hours of undergraduate English literature must be completed before a student may be accepted as a candidate for a graduate degree in this department.

Students should determine at the outset of graduate work, or, under no circumstances, not later than the completion of 8 credit hours of work, the field of language or literature in which research is to be done. The department of English is divided, for this purpose, into the following divisions: I, History of the English Language (including Anglo-Saxon, Middle English); II, Mediæval Literature; III, English Literature of the Sixteenth Century; IV, Seventeenth Century; V, Eighteenth Century; VI, Nineteenth Century; VII, American Literature.

A program of courses will be outlined for each student early in his career by his Mentor. Mere comprehension, however, of course assignments and lectures is not sufficient; it is presumed that the student, to a great extent, will gain a mastery of his own and allied fields by independent study.

At least 60 course hours of seminar work must be completed in the major field of the student's choice. An additional 60 hours (for which no credit is given) must be completed in the Dissertation Seminar (ENG. 401 - 402). All candidates, both for the M.A. and for the Ph.D. must remain in attendance until the dissertation has been approved by the Faculty Committee.

All courses numbered above 200 are of 60 course-hour duration. The work of both semesters must be completed. Courses may be entered at mid-year with the consent of the instructor.

For the M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation.

Of this minimum, one full course (*i.e.*, 60 hours) must be taken in Division I of the department, and one full course in each of any other three divisions. The selection of courses may be made only after consultation with the student's Mentor.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of literature, and a means of proving his fitness as a candidate for a graduate degree.

The examination is divided as follows: Part I, English Literature to 1700; Part II, English Literature, 1700-1900, American Literature to 1900.

For the Ph.D.: The minimum requirements for this degree are 30 semester hours of course work beyond the M.A., the successful passing of a comprehensive examination, the satisfactory completion of a dissertation, followed by an oral examination upon the dissertation and the general field of study.

Of this minimum, the courses in Anglo-Saxon, Chaucer, and the History of the English Language are required, as well as one full course (*i.e.*, 60 hours) in at least two of the remaining divisions of the department. The selection of courses may be made only after consultation with the student's Mentor.

The comprehensive examination for the Doctor's degree consists of a test of the student's advanced knowledge of the field of literature, and of the field of specialization in which the dissertation is to be written. The examination is divided as follows: Part I, English Literature to 1500; Part II, English Literature of the Sixteenth Century; Part III, English Literature of the Seventeenth Century; Part IV, English Literature of the Eighteenth Century; Part V, English Literature of the Nineteenth Century; Part VI, Field of Specialization.

Methods of Research in English.

A series of lectures planned to introduce the student to the methods and responsibilities of graduate work. Among the subjects to be discussed are: The meaning of a dissertation and of a term paper, the search for a problem, the gathering and organization of material, the relative value of primary and secondary sources, the proper use of library facilities, the preparation of bibliographies, the rules of form governing the final draft of dissertations. Actual case work will familiarize the student with mechanical details.

No fee is charged for the lectures, and no credit is attached.

They will be held for approximately two months, for the first semester only, and will begin on October 7. They may be attended on either—

Monday and Wednesday, 3.45-4.05. James E. Tobin, Ph.D.
or
Tuesday and Friday, 3.45-4.05.

ENG. 201 - 202.—Anglo-Saxon. (4 points.)

An introductory course in the Anglo-Saxon language and literature. The main purpose of the course is to give students facility in reading English in its older and basic forms. Due attention is paid to phonology, inflection and syntax.

Thursday, 4.15-5.55. John Reber, M.A., Litt.D.
Both Semesters.

ENG. 203 - 204.—Chaucer. (4 points.)

The class will read the more significant poems, with attention to the language, the versification, the sources, the literary characteristics and the historical background.

Wednesday, 4.15-5.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 205 - 206.—History of the English Language. (4 points.)

The course will deal with the following topics: The Indo-European family of languages; the Germanic languages; phonetics; the standard language and the dialects; the English vocabulary; the development of the English sounds; English inflections.

Saturday, 11.05-12.45. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 207 - 208.—Beowulf and the other Heroic Poems. (4 points.)

Saturday, 1.15-2.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 225 - 226.—English Literature of the Sixteenth Century. (4 points.)

The rise of the Renaissance spirit and the decline of the mediæval in literature, with particular stress on European movements. The nature of the Elizabethan lyric.

To be given 1936-1937.

ENG. 231 - 232.—Shakespeare. (4 points.)

The Elizabethan stage, London theatre and dramatic companies. Shakespeare's dramatic development and technique.

Thursday, 4.15-5.55. RICHARD H. PERKINSON, M.A.
Both Semesters.

ENG. 233 - 234.—English Drama: 1559-1642. (4 points.)

Sources and historical development of the Elizabethan and Stuart drama, exclusive of Shakespeare.

Tuesday, 4.15-5.55. RICHARD H. PERKINSON, M.A.
Both Semesters.

ENG. 237 - 238.—English Literature in the Seventeenth Century. (4 points.)

The Stuart poets, especially the metaphysical group, with emphasis upon the poetry and backgrounds of Milton and Dryden.

Saturday, 11.05-12.45. RICHARD H. PERKINSON, M.A.
Both Semesters.

ENG. 245 - 246.—The Age of Pope. (4 points.)

English prose and poetry from the Restoration to the death of Swift. The Augustan mood in poetry and criticism. The development of the periodical.

Monday, 4.15-5.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 251 - 252.—The Age of Johnson. (4 points.)

Johnson and his "circle." The rise and development of the novel. The poetic preparation for Romanticism: from Thomson to Burns.

Tuesday, 4.15-5.55. CHARLES J. DONAHUE, Ph.D.
Both Semesters.

ENG. 261 - 262.—The Romantic Movement. (4 points.)

The literature of the early Nineteenth Century in England. Wordsworth, Coleridge, Shelley, Keats, Byron. Literary criticism and the novel.

Thursday, 4.15-5.55. CHARLES J. DONAHUE, Ph.D.
Both Semesters.

ENG. 271 - 272.—English Literature: 1830-1890. (4 points.)

The Victorian period, with particular stress upon the opinions and influence of Carlyle, Ruskin, Newman and Arnold.

Wednesday, 4.15-5.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 273 - 274.—The Victorian Novel. (4 points.)

English fiction in the Nineteenth Century from Dickens to Hardy.

To be given 1936-1937. JAMES E. TOBIN, Ph.D.

ENG. 285 - 286.—American Literature to 1790. (4 points.)

The writings of Colonial America in relation to European tradition and the new national problems.

To be given 1936-1937.

ENG. 289 - 290.—Nineteenth Century American Literature. (4 points.)

A detailed study of a selected group of representative authors, including Emerson, Hawthorne, Poe, Twain and others, with particular attention to the cultural background.

Saturday, 9.15-10.55. CHARLES J. DONAHUE, Ph.D.
Both Semesters.

COMPARATIVE LITERATURE

ENG. 151 - 152.—Survey of Gaelic Literature. (4 points.)

The history of Irish literature from the days of the pre-Christian sagas through the tales and the syllabic poems of the Middle Ages; Keating's *History,* the *Annals of the Four Masters,* O'Bruadair and the poets of the Jacobite revolt (1689-1745), the decline of the bardic system, the peasant poets of the penal laws (1691-1829), and the Gaelic revival (1898). The Irish contacts of outstanding English writers (Spenser, Raleigh, Marvell, Addison, Burke, Blake, Shelley, Scott, Borrow, Arnold, Newman) will be touched

on. An attempt will be made to reach a comprehension of the *anima Celtica* in its various manifestations, and far-reaching influences.

Friday, 4.15-5.55. JOSEPH CAMPBELL.
Both Semesters.

ENG. 153 - 154.—Gaelic Epics. (2 points.)

This course will include a discussion of what the poets called "the prime stories of Ireland." The more important of these are "The Fate of the Children of Uisneach" (incorporating the famous Deirdre tale), "The Tain Bo Cuailgne" (Cattle-raid of Cooley), "The Destruction of the Hostel of Da Derga," "The Colloquy of the Ancients" (tales of Fionn MacCumhaill and St. Patrick). Part of the work of students will be the synchronization and harmonizing of the stories with the epics of other lands, east and west. No knowledge of Gaelic is required.

Saturday, 9.15-10.55. JOSEPH CAMPBELL.
First Semester.

Monday, 4.15-5.55.
Second Semester.

ENG. 155 - 156.—Folk Tales of Ireland. (2 points.)

Apart from her ancient Gaelic sagas, Ireland has a wealth of folk-tales and fairy-lore. In this course Dr. Douglas Hyde's and William Larminie's collections of stories gathered from the oral recital of Irish peasants will be studied in relation to the earlier Ossianic tales and poems. The type-story—step or ladder-type, transformation-type, *hubris*-type, retribution-type, *amadan*-type, chapbook-type, etc.—will be examined historically and æsthetically. The folk-tale has an important place in modern primary education, and this course should be of especial value to teachers in high schools.

Tuesday, 4.15-5.55. JOSEPH CAMPBELL.
First Semester.

Saturday, 9.15-10.55.
Second Semester.

ENG. 157 - 158.—Mabinogion. (2 points.)

The Mabinogion is a collection of Welsh tales found in the Fourteenth Century *Red Book of Hergest.* It is composed of (1) tales, pre-Christian and prehistoric; (2) tales of the period of the Roman occupation of Britain; (3) tales of King Arthur; (4) the romance of the sixth-century bard, Taliesin. The work will be studied in relation to Celtic myth and legend, and to the development of the Arthurian legend.

Wednesday, 7-8.40. JOSEPH CAMPBELL.
Either Semester.

ENG. 165 - 166.—Irish Renaissance: Poetry. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of

William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered æsthetically and technically.

Saturday, 11.05-12.45. JOSEPH CAMPBELL.
First Semester.

Tuesday, 4.15-5.55.
Second Semester.

ENG. 167 - 168.—Irish Renaissance: Drama. (2 points.)

The Irish contribution of Congreve, Farquhar, Goldsmith and Sheridan. The dramatic revival of the 1890s. The growth of the little theatre in Ireland. The contribution to the modern theatre of Yeats, Synge, Lady Gregory, Colum, Robinson, Corkery, their associates and successors. The technique of speech and action, stage mechanics, the pattern of a play, etc., will be discussed.

Monday, 4.15-5.55. JOSEPH CAMPBELL.
First Semester.

Saturday, 11.05-12.45.
Second Semester.

ENG. 215 - 216.—Mediæval Literature. (4 points.)

An introduction to English literature of the Twelfth to the Fifteenth Century, with particular stress upon its Continental association. The "matters" of mediæval literature. The relation of the mediæval church, court and populace to culture.

Saturday, 9.15-10.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 219 - 220.—Metrical Romances. (4 points.)

(*Prerequisite:* Middle English.)

A comparative study of the English and French metrical romance: *King Horn, Havelok the Dane, Sir Orfeo,* Layamon's *Brut, The Squire of Low Degree;* the French predecessors of Chaucer.

To be given 1936-1937.

RESEARCH COURSES

ENG. 311 - 312.—Seminar: Middle English. (4 points.)

Chaucer's *Troilus and Criseyde;* metrical romances; the Matter of England; Sir Orfeo; Sir Launfal of the Celtic Matter.

Friday, 4.15-5.55. JOHN REBER, M.A., Litt.D.
Both Semesters.

ENG. 335 - 336.—Studies in Sixteenth Century Literature. (4 points.)

To meet by appointment. RICHARD H. PERKINSON, M.A.
Both Semesters.

ENG. 341 - 342.—Seminar: Seventeenth Century Literature. (4 points.)

Wednesday, 4.15-5.55. RICHARD H. PERKINSON, M.A.
Both Semesters.

ENG. 355 - 356.—Seminar: Eighteenth Century Literature. (4 points.)

Monday, 4.15-5.55. CHARLES J. DONAHUE, Ph.D.
Both Semesters.

ENG. 371 - 372.—Seminar: Nineteenth Century Literature. (4 points.)

Tuesday, 4.15-5.55. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 381 - 382.—Studies in American Literature. (4 points.)

To meet by appointment. CHARLES J. DONAHUE, Ph.D.
Both Semesters.

ENG. 391 - 392.—Studies in English and American Literature Since 1890. (4 points.)

To meet by appointment. JAMES E. TOBIN, Ph.D.
Both Semesters.

ENG. 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

After the completion of their course requirements, all students seeking graduate degrees must attend this seminar. The individual student is expected to convince the presiding Faculty Committee, by frequent reports on the progress of his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his planned method of treatment, and of its importance to the world of knowledge.

Friday, 4.15-5.55. CHARLES J. DONAHUE, Ph.D.
Both Semesters. RICHARD H. PERKINSON, M.A.
JAMES E. TOBIN, Ph.D.

DEPARTMENT OF HISTORY

FACULTY COMMITTEE

REV. DEMETRIUS B. ZEMA, S.J., *Head of Department.*
THOMAS P. OAKLEY, Ph.D.
JOHN SCHULER, Ph.D.

Conference Hours:

FR. ZEMA—Monday, Wednesday, Thursday and Friday, 3-4.
DR. OAKLEY—Tuesday, Wednesday, Thursday and Friday, 3-4.
DR. SCHULER—Monday, Wednesday and Friday, 3-4; Saturday, 10-11.

Father Zema will direct students majoring in Antiquities, Middle Ages and Philosophy of History; Dr. Oakley, those majoring in Modern European History; Dr. Schuler, those majoring in Spanish Civilization and American History.

Departmental Requirements

Students matriculating for graduate degrees in the Department of History are expected to possess a suitable background of historical knowledge. This will, generally speaking, be considered sufficient for M.A. candidates if History was the major study of their undergraduate work, or if they can otherwise give evidence of wide reading in it previous to matriculation. Candidates for the Ph.D. in this Department will similarly satisfy background requirements if their Master's studies have centered on History. Failing an adequate background, students will be required to do as much supplementary work in courses as will be judged sufficient by the Dean and the Faculty Committee.

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

On registration, graduate students should first consult the Chairman of the Faculty Committee to receive instruction regarding special requirements in the Department of History and to receive syllabus for the Comprehensive Examination.

In the Department of History no minors will be admitted for credits towards a degree which are outside of the field of History, except the course in Scholastic Philosophy, where it is required.

Lectures will be supplemented by atlas studies, required and suggested readings, reports, round-table discussions and quizzes.

In addition to the general requirements for graduate work in the department of History students must take the following specific courses:

I. (A) Master's Degree:

1. Science and Method of History (HIST. 201 - 202).
2. Christian Antiquity (HIST. 211 - 212).
3. Protestant Revolt on the Continent (HIST. 235 - 236).
4. Seminar in Modern European History (HIST. 305 - 306.) (For students majoring in Modern European History.)
5. Seminar in American History (HIST. 307 - 308). (For students majoring in American History).

(B) Doctor's Degree:

In addition to the courses required for the Master's degree, Ph.D. students must also take:

Philosophy of History (HIST. 203 - 204).

II. All students majoring in this department for either the Master's or the Doctor's degree, must attend the Dissertation Seminar (HIST. 401 - 402), for at least 60 hours. No point-credit is granted for this seminar.

HIST. 107 - 108.—The Ancient Near Orient. (4 points.)

A survey of the civilization and culture of the ancient East in the light of recent archæological exploration. Religion, art, literature; political, economic and social life of ancient Egypt, Assyria, Babylonia and Palestine. Bearing of archæological discovery on the Sacred Scriptures; cultural legacy of the Ancient East.

Friday, 4.15-5.55. REV. RUDOLPH KRAUS, D.D., Ph.D.
Both Semesters.

HIST. 109.—The History of Greece to 146 B.C. (2 points.)

This course will treat the political, social and intellectual development of the Greek States from the earliest times to the Roman conquest, with special emphasis on the period between the Persian Wars and the death of Alexander, inclusive.

Friday, 4.15-5.55. EDWARD A. ROBINSON, M.A.
First Semester.

HIST. 110.—The History of Rome to 476 A.D. (2 points.)

The History of the Roman people to the fall of the Western Empire. Particular attention will be paid to the political, economic and social problems involved.

Friday, 4.15-5.55. JOHN J. SAVAGE, Ph.D.
Second Semester.

HIST. 115.—Moslem Culture in the Middle Ages. (2 points.)

After tracing the rise and spread of Islam, this study will dwell upon the development and achievements of Arabian culture, its chief centers, Damascus, Bagdad, Cordova and Toledo, and its influence upon the Christian West through the intermediary activity of translators, commentators and travelers. The recovery of Aristotle by the Schoolmen from the Arabs will be particularly dealt with.

Thursday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
First Semester.

HIST. 116.—The City States of Mediæval Italy. (2 points.)

This course will trace the evolution of Italian cities to the status of self-governing communes, oligarchies, tyrannies and republics. It will examine their earlier and later constitutional forms and

consider federal experiments in the light of changing political, economic and social conditions.

Thursday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
Second Semester.

HIST. 117 - 118.—Mediæval Penance and Secular Law. (4 points.)

A study of certain significant, but neglected, aspects of Church influence in civilizing the barbarian Germanic and Celtic peoples, from the Fifth to the Twelfth Centuries. After surveying the earlier history of penitential discipline, the course will consider the systematizing of penance through the penitentials and other *media,* the reciprocal influence of penitentials and secular laws, the co-operation between penance and secular law in the suppressing of crime and folk-paganism, and the all-pervasive influence of penitential discipline upon secular life.

Saturday, 11.05-12.50. THOMAS P. OAKLEY, Ph.D.
Both Semesters.

HIST. 131 - 132.—Pre-Reformation Period. (4 points.)

This course will deal with the rise and spread of the humanistic movement in the Fifteenth and Sixteenth Centuries. It will evaluate the significance of the so-called Renaissance, its ideals, achievements and leading personages, and examine the part played by the States of Italy and the Papacy. It will also consider the new secularism and trace the spread of humanism beyond the Alps and its relation to the Protestant Revolt.

Saturday, 9.15-10.55. DOM HENRY AIDAN GERMAIN, O.S.B., Ph.D.
Both Semesters.

HIST. 133 - 134.—Great Britain and Ireland: 1800-1935. (4 points.)

This course will be a study of the political, social and economic development in the British Isles, with special stress upon the period from 1850 down and upon problems and movements in the Twentieth Century. There will be constant effort to correlate British history with English literature and to show the influence of that history upon the outside world.

Tuesday, 4.15-5.55. THOMAS P. OAKLEY, Ph.D.
Both Semesters.

HIST. 135 - 136.—Teutonic Europe, 1800-1935. (4 points.)

This course will offer a survey of political and social development of Germanic countries in Europe, tracing the rise of Prussia, the struggle between Hohenzollerns and Hapsburgs; the political unification of Germany and the consolidation of the Empire; the policies of Bismarck and the *Kulturkampf.* The survey will include conditions in Austria-Hungary, the Swiss Confederation, the Netherlands and the Scandinavian States.

Thursday, 4.15-5.55. DANIEL J. BELLEW, M.A.
Both Semesters.

HIST. 137 - 138.—Modern Italy, 1815-1935. (4 points.)

This will be a study of the unification of Italy after centuries of political division. It will deal with the *Risorgimento* movement; plans for unification; Cavour and his policies; French intervention; completion of unification; occupation of Rome, and subsequent social, economic and political problems; relations between Church and State up to the Vatican Treaty of 1929; the advent of the Fascist government; foreign policy and expansion.

Friday, 4.15-5.55. DANIEL J. BELLEW, M.A.
Both Semesters.

HIST. 157 - 158.—History of Spain. (4 points.)

This course will rapidly survey the early mediæval period of Spanish history, pointing out the main factors in the transition from Roman to Visigothic and from Visigothic to Moslem Spain. It will then examine the Christian recovery and the effect of the protracted crusades against the Moors upon the political and social institutions of the peninsula; the union of Aragon and Castile; the foundations of a united Spain and its colonial empire and intellectual golden age. The advent of the Bourbons, the growth of liberalism and modern problems will also be considered.

Tuesday, 4.15-5.55. JOHN SCHULER, Ph.D.
Both Semesters.

HIST. 161.—American History: Colonial and Revolutionary Period, 1492-1783. (2 points.)

European beginnings; settlement of British colonies; conflict with France for control of North America; causes, events and results of the War of Independence.

Saturday, 11-12.40. JOHN SCHULER, Ph.D.
First Semester.

HIST. 162.—History of the United States: Early National Period, 1783-1828. (2 points.)

Articles of Confederation; critical period; formation of the Constitution; establishment of national government; foreign affairs; War of 1812; national development after the War of 1812.

Saturday, 11-12.40. JOHN SCHULER, Ph.D.
Second Semester.

HIST. 201 - 202.—Science and Method of History. (4 points.)

Nature, scope and scientific development of history; value of human testimony and belief; possibility of historical certitude. *Heuristic:* principles and method of research; compilation of bibliographies and locating of sources. *Criticism:* principles and method of determining the genuineness, integrity, meaning and credibility of sources. *Synthesis:* principles and method of historical reconstruction; nature and function of analogy, hypothesis, induction and statistics in historical synthesis.

Saturday, 9.15-10.55. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 203 - 204.—Philosophy of History. (4 points.)

Part I: Survey and valuation of modern schools of historical interpretation, and current theories concerning the nature and goal of civilization, culture, progress, causality and law in history.

Part II: Analysis and integration of the basic factors of history: man and the relation of the individual and the group; physical environment; cultural environment; the supernatural.

Wednesday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 211 - 212.—Christian Antiquity. (4 points.)

After a rapid survey of the rise and spread of Christianity, this course will examine with more critical detail the position of Christians in the social and political world about them, the nature and form of their worship and institutions. It will then pass on to consider the great Greek and Latin Fathers of the Fourth and Fifth Centuries in the political, religious and intellectual context of their times, and the part they played in effecting the fusion of classic culture with Christian thought, and in laying the bases of mediæval intellectual culture.

Monday, 4.15-5.55. REV. DEMETRIUS B. ZEMA, S.J.
Both Semesters.

HIST. 235 - 236.—Protestant Revolt on the Continent. (4 points.)

Study of the religious, political, economic and social conditions, together with the personalities and principles bearing on the revolt. Luther and the spread of the revolt in the Germanies and northern countries. Calvin and his international Protestantism. The reform, from within; religious orders; the Council of Trent; influence of the polemical literature of the period.

Tuesday, 4.15-5.55. DOM AIDAN HENRY GERMAIN, O.S.B., Ph.D.
Both Semesters.

HIST. 231 - 232.—Colonial Expansion and Imperialism. (4 points.)

Traces the extension of European and Japanese influence—political, economic and social—in the industrially backward regions of the world. The causes for imperialism; the building of empires; the reciprocal relations of Occidental and Oriental cultures; the effects of imperialism upon subject peoples; the awakening of Asia; the growing power of Japan, etc.

Wednesday, 4.15-5.55. THOMAS P. OAKLEY, Ph.D.
Both Semesters.

HIST. 241.—History of Political Parties in the United States. (2 points.)

Political conditions and aims during the colonial period; the rise of political parties after the beginning of our national independence; the political, economic and fiscal aims of the several parties; government by party in the United States and Europe compared; the effect of party rule upon the national welfare.

Monday, 4.15-5.55. JOHN SCHULER, Ph.D.
First Semester.

HIST. 242.—History of Labor in the United States. (2 points.)

This course will survey three periods in the development of organized labor: The colonial period to about 1850, from 1850 to about 1890, and from 1890 to the present, and examine the causes of the labor movement, its aims, achievements, and methods. It will also consider Federal and State legislation, and institutions pertinent to it, and compare organized labor in the United States and Europe.

Monday, 4.15-5.55. JOHN SCHULER, Ph.D.
Second Semester.

HIST. 305 - 306.—Seminar in Modern European History. (4 points.)

(*Prescribed for students majoring in Modern European History.*)
The period for discussion will be *England in the Eighteenth Century.* Following the lectures upon individual units of the course, students will present for group discussion the results of their special research on certain assigned topics. In addition to studying the period in question, the course will afford further training in the methods of historical research, discover new topics for investigation, and stimulate ability to work independently.

Thursday, 4.15-5.55. THOMAS P. OAKLEY, Ph.D.
Both Semesters.

HIST. 307 - 308.—Seminar in American History. (4 points.)

(*Prescribed for students majoring in American History.*)

Topics of study and discussion will hinge around the general subject: *Political Thought in the United States Since 1898.* The seminar will be conducted in the framework of a round-table. The aim of reports and discussions will be to show the application of the principles of historical research, to suggest further lines of investigation and stimulate independent scholarship.

Wednesday, 4.15-5.55. JOHN SCHULER, Ph.D.
Both Semesters.

HIST. 391 - 392.—Individual Reading and Research Courses. (Number of points to be determined by the Faculty Committee.)

Designed to meet the special needs of individual students who are candidates for degree and who may be permitted to pursue private readings and research under the personal direction of a member of the Faculty within whose competence the research subject falls.

HIST. 401 - 402.—Dissertation Seminar.

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who have actually begun the work of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the pre-

siding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his method of treatment, and of the importance of his subject to the world of knowledge.

Friday, 4.15-5.55. *Both Semesters.*
Rev. Demetrius B. Zema, S.J.
John Schuler, Ph.D.
Thomas P. Oakley, Ph.D.

DEPARTMENT OF LATIN

FACULTY COMMITTEE

Edward A. Robinson, M.A., *Head of Department.*
John J. Savage, Ph.D.

Conference Hours:

Mr. Robinson—Monday, 3-5; Wednesday, Thursday, 3-4; Saturday (Second Semester), 11-1.

Dr. Savage—Tuesday, Thursday, Friday, 3-4; Saturday (First Semester), 9-11.

In addition to the general requirements of the Graduate School as given on pages 14 to 22 of this catalogue, the following regulation governs graduate work in Latin:

The prerequisite for graduate study in this department is the equivalent of an undergraduate major in Latin or in Classics as understood in this University.

The History of Rome to 476 A.D. (2 points.)

Cf. HISTORY 110.

The history of the Roman people to the fall of the Western Empire. Particular attention will be paid to the political, economic and social problems involved.

Friday, 4.15-5.55. *Second Semester.*
John J. Savage, Ph.D.

LATIN 180.—Cicero: "De Natura Deorum." (2 points.)

The *De Natura Deorum* will be read and discussed in class as the basis for a study of Cicero's opinions on philosophical and religious questions.

Thursday, 4.15-5.55. *Second Semester.*
Edward A. Robinson, M.A.

LATIN 181.—Pliny: Letters. (2 points.)

A study of the literary and social background of this cultured Roman of the First Century as depicted in his correspondence.

Thursday, 4.15-5.55. *First Semester.*
John J. Savage, Ph.D.

LATIN 182.—Ovid: The "Metamorphoses." (2 points.)

The student will be expected, in addition to doing extensive reading in the *Metamorphoses,* to study and report on the significance of this work of Ovid in later European literature.

Saturday, 9.15-10.55. JOHN J. SAVAGE, Ph.D.
Second Semester.

LATIN 185.—Readings from the Latin Fathers. (2 points.)

A survey of Christian Latin literature to the end of the Fifth Century. This course will serve as a general introduction to Latin Patristics, and the readings will be selected primarily with regard to their literary and historical interest; provision, however, will be made for those who may wish to pursue problems of research in other branches of patristic study.

Saturday, 11.05-12.45. EDWARD A. ROBINSON, M.A.
First Semester.

LATIN 191 - 192.—The History of Latin Literature. (4 points.)

A survey of the main currents in Latin Literature from its beginnings to the death of Hadrian. The student will be expected to read independently in the authors studied. It is recommended that the course be pursued throughout the year, but the material will be divided in such a way as to permit the work of either semester to be attempted separately.

Saturday, 11.05-12.45. JOHN J. SAVAGE, Ph.D.
Both Semesters.

LATIN 201.—The Materials and Methods of Classical Scholarship. (2 points.)

An introduction to classical bibliography with practical exercises; the aims and methods of textual criticism; selected topics in the history of classical scholarship. This course or its equivalent is required of all candidates for graduate degrees.

Tuesday, 4.15-5.55. JOHN J. SAVAGE, Ph.D.
First Semester.

LATIN 202.—Historical Latin Grammar. (2 points.)

A survey of the history of Latin sounds, inflection and syntax from the earliest monuments to the end of classical times. The subject-matter will be illustrated by extensive references to the sources, and will be arranged as far as possible in accordance with the particular needs and interests of the applicants.

Tuesday, 4.15-5.55. EDWARD A. ROBINSON, M.A.
Second Semester.

LATIN 205.—Horace: The "Odes." (2 points.)

An intensive study of the *Odes,* individually and in their various groupings; an evaluation of critical theories regarding the deeper significance of this phase of Horace's literary activity.

Wednesday, 4.15-5.55. JOHN J. SAVAGE, Ph.D.
First Semester.

LATIN 301 - 302.—Seminar in Classical Philology. (4 points.)

The design of the seminar is to provide an introduction to philological criticism and research of a character more advanced than that attempted in course, LATIN 201. The meetings are devoted to the text-criticism and interpretation of classical authors. The subjects selected for 1935-1936 are, for the first semester, the *Æneid,* Book IV, and, for the second semester, the commentaries on Virgil attributed to Servius. This course will ordinarily be required of all candidates for the degree of Doctor of Philosophy.

EDWARD A. ROBINSON, M.A. (First Semester)
JOHN J. SAVAGE, Ph.D., (Second Semester)

Thursday, 4.15-5.55.
Both Semesters.

All students majoring in the Latin Department are urged to take some work in Greek Literature. The amount of work offered in this field will be gradually increased.

GREEK

The History of Greece to 146 B.C. (2 points.)

Cf. HISTORY 109.

This course will treat the political, social and intellectual development of the Greek states from the earliest times to the Roman conquest, with special emphasis on the period between the Persian Wars and the death of Alexander, inclusive.

Friday, 4.15-5.55. EDWARD A. ROBINSON, M.A.
First Semester.

GREEK 111 - 112.—Readings in Greek Literature. (2 points.)

This course is intended for those who have already a reasonable facility with the language (ordinarily the equivalent of two years of college Greek), and who are interested in reading more widely or in attempting problems of research. The texts to be read will be determined after consultation with applicants for the course.

Wednesday, 4.15-5.55. EDWARD A. ROBINSON, M.A.
Second Semester.

DEPARTMENT OF MODERN LANGUAGES

FACULTY COMMITTEE

ERNEST CHENEL, Ph.D., *(French), Head of Department.*
ALEXANDER AUSILI, M.A. *(Italian)*
ALFRED REMY, M.A. *(German)*
FERNAND VIAL, Ph.D. *(French)*

Conference Hours:

DR. CHENEL—Daily (except Wednesday), 3.30-4.15; Saturday, 12.45-1.15.
MR. REMY—Monday and Tuesday, 3.30-4.00.
DR. VIAL—Monday, Wednesday and Friday, 3-4.

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Students are required to complete successfully an undergraduate major before they may be admitted to graduate study.

Students in this department can major in French only.

All candidates for graduate degrees should confer with the Head of the Department some time shortly after the opening of the University session.

The student's dissertation is to be done in one of the special fields of French literature, and a program of courses, fitting his chosen work, and preparing him for the Comprehensive Qualifying Examination, is outlined early by his Mentor.

Certain courses (not to exceed eight semester hours) may be taken outside of the Department of French, if they are closely allied to the student's work in his Major and if they are approved by his Mentor.

It is expected that students will confer as often as possible with the Head of the Department during their graduate career; it is from continuing contacts, from the result of examinations, and from frequent discussions of their individual problems that their scholarly attainment in graduate work can be determined.

For the M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation. Of this minimum of 30 points, some special courses are required and will be indicated in the student's program by his Mentor; such courses must include at least one 30-hour seminar, history of the French language, and certain prescribed courses given in French.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of French literature and a means of proving his fitness as a candidate for a graduate degree.

Candidates are obliged to attend the 60-hour Dissertation Seminar, which is not to be included in the minimum of thirty required points.

For the Degree of Ph.D.: The minimum requirements for this degree are 30 semester hours of course work in addition to the course work for the Master's degree, the successful passing of a comprehensive examination, the satisfactory completion

of a dissertation and an oral examination upon the same. Of this minimum of 30 points, some courses are required and will be indicated to the students by their Mentor; such required courses must include, in addition to those already completed for the M.A., at least 30 hours of seminar study, Morphology and Semantics, Social Background of French Literature, and certain prescribed courses given in French.

The comprehensive examination for the Doctor's degree will consist of an advanced test of the student's knowledge of French literature and civilization and of the field of specialization which he has chosen.

Attendance in the 60-hour Dissertation Seminar is required of all candidates for the Ph.D. Credit for the completion of this seminar is not included in the minimum of 30 semester hours.

FRENCH

FRENCH 101 - 102.—History of French Literature from Beginnings to 1900. (In French or in English.) (4 points.)

This lecture course aims to bring out the main characteristics of the various epochs in French literature as well as the evolution of French thought and literary ideals from the mediæval *Chansons de Geste* to the present day. Intended for those who need a rapid survey of French literature and candidates for the M.A. and Ph.D. degrees wishing a general review before the comprehensive examination.

Saturday, 11.05-12.45. ERNEST CHENEL, Ph.D.
Both Semesters.

FRENCH. 107 - 108.—Mediæval French Literature. (In French or in English.) (4 points.)

This course will include: (1) A general survey of the period which extends from the middle of the Ninth Century to the end of the Fifteenth Century; (2) an exposition of the social, political and religious conditions prevailing during that period; (3) a critical study of the mediæval literature in all its branches and aspects, including poetry, drama, history. Special attention will be given to the famous *Chanson de Roland,* the allegorical *Roman de la Rose* and the development of the religious drama.

Monday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Both Semesters.

FRENCH 115 - 116.—French Renaissance and its Literature. (In French or in English.) (4 points.)

This course will include: (1) A general survey of the Sixteenth Century, with a brief exposition of the social, political and religious background of that period; (2) a critical study of the French literature in its various forms, as represented by the foremost

writers of that time; the causes of the French Renaissance, its main characteristics, its spirit, its pedagogical theories will be explained.

Wednesday, 4.15-5.55. FERNAND VIAL, Ph.D.
Both Semesters.

FRENCH 123 - 124.—The Literature and Civilization of the Seventeenth Century. (In French or in English.) (4 points.)

A lecture course on the classic age of French literature, as represented by the following: Descartes, Pascal, La Rochefoucauld, La Bruyère, Bossuet, Corneille, Racine, Molière, La Fontaine and Boileau. Emphasis will be placed upon the meaning of the classic ideal as compared with that of the French Renaissance. Attention will be given to the influence exercised by the literary "salons," the Académie Française, and the social, artistic and philosophic movement of the century of Louis XIV.

Tuesday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Both Semesters.

FRENCH 135 - 136.—Eighteenth Century French Literature. (In French or in English.) (4 points.)

The course will include: (1) A general survey of the Eighteenth Century in its various aspects—social, political and religious; (2) a biographical and critical study of the foremost writers of that period. Particular stress will be laid upon those philosophers, publicists, critics, novelists, dramatists, essayists, and historians, whose doctrines, as expounded in their more significant works, were most influential in creating public opinion and bringing about not only the French Revolution, but the advent of democratic government.

Thursday, 4.15-5.55. FERNAND VIAL, Ph.D.
Both Semesters.

FRENCH 143 - 144.—Nineteenth Century French Literature. (In French or in English.) (4 points.)

A course of lectures on the foremost writers of the Nineteenth Century, including a rapid survey of the Romantic movement and a critical study of the subsequent literary schools (Realism, Naturalism, Parnasse, Symbolism) in the domain of the French novel, drama and poetry.

Friday, 4.15-5.55. FERNAND VIAL, Ph.D.
Both Semesters.

FRENCH 159 - 160.—Contemporary French Literature. (In French or in English.) (4 points.)

This course will comprise a general survey of the progress of French literature from 1885 to the present day; it will deal with the development of the French novel as represented by Proust, Gide, Rolland, Duhamel, Mauriac, Giraudoux, Maurois, etc.; the evolution of modern French drama and of French lyrical poetry from the end of the Parnasse to our own day will be also studied.

Saturday, 11.05-12.45. FERNAND VIAL, Ph.D.
Both Semesters.

FRENCH 177.—French Tragedy from the Renaissance to the End of the Eighteenth Century. (In French or in English.) (2 points.)

Religious origin of the French drama. The principal stages of the evolution of French tragedy. Tragedies of the Renaissance. The classic tragedy of the Seventeenth Century: Corneille and Racine; intensive critical study of the life, works, dramatic art, and influence of those two immortal authors. Tragedy in the Eighteenth Century: Crébillon; tragedy as an instrument for philosophic propaganda with Voltaire; tendencies away from the classic models; birth of melodrama; the end of classical drama.

Tuesday, 7-8.40. FERNAND VIAL, Ph.D.
First Semester.

FRENCH 178.—French Comedy from the Renaissance to the End of the Eighteenth Century. (In French or in English.) (2 points.)

This lecture course will present a rapid survey of the preservation of the mimic instinct through the Middle Ages; comedy during the Renaissance and before Molière; Molière and the position of classic comedy; extensive critical study of the life, works, dramatic art and influence of that immortal author; comedy in the Eighteenth Century; Regnard, Dancourt, Lesage, Marivaux, Diderot, Beaumarchais; a study will be made of the comedy as the reflexion of a changing social and political background.

Tuesday, 7-8.40. FERNAND VIAL, Ph.D.
Second Semester.

FRENCH 190.—Advanced French Phonetics. (2 points.)

(*Prerequisite:* "Introduction to Phonetics" or its equivalent, or permission of the Professor.)

This course, after a rapid review of the elementary principles of phonetics, will emphasize the rule and technique of correct speech in connected whole, with special attention to liaison, assimilation and dissimilation, inflexion, expression and rhythm. Its aim is to teach students the Parisian pronunciation and to give them a practical method of teaching phonetics to their own pupils. Abundance of individual drill to remedy the particular mistakes of each student. Phonograph records and dictaphone machines will be used for reproduction and the preparation of exercises.

Friday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 192 - 193.—French Stylistics. (In French.) (4 points.)

Study of finer shades of French idioms and peculiarities of French style through study of French texts from a linguistic point of view and especially through writing in French and translating English literary works in French. Open to students who have already a command of French grammar and the ability to write French correctly.

Saturday, 9.15-10.55. LUCIENNE VAN DE CAVEYE.
Both Semesters.

FRENCH 293.—Introduction to Romance Philology. (In French.) (2 points.)

This course will deal with the following subjects: The origin and history of the Romance languages with special reference to French; the elements of French phonology and morphology; studies in old French, and reading of selected Romance texts of the earliest monuments. This course should be made a requisite part of the pedagogic equipment of every teacher of French.

Friday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 301.—Seminar: Research in Early Seventeenth Century Literature. (2 points.)

Thursday, 4.15-5.55. ERNEST CHENEL, Ph.D.
First Semester.

FRENCH 302.—Seminar: Research in the Origins of Romanticism. (2 points.)

Thursday, 4.15-5.55. ERNEST CHENEL, Ph.D.
Second Semester.

FRENCH 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Saturday, 9.15-10.55. ERNEST CHENEL, Ph.D.
Both Semesters. FERNAND VIAL, Ph.D.

GERMAN

Graduate students will not be permitted to major in German. A graduate minor in this field may be offered toward a graduate degree provided sufficient undergraduate courses have been satisfactorily completed.

GERMAN 101.—History of German Literature. (2 points.)

(*Prerequisite:* A reading knowledge of German.)

Emphasis is placed on the general characteristics of important epochs and the influence of political, social and religious tendencies upon literary movements. The Sagas and their origin. The

Court epic and the popular epic. Minnesong. Mastersong. Folksong. The early drama. The Renaissance and Humanism. The Reformation. The reforms of Opitz and Gottsched. The age of Frederick the Great. Pietism. Rationalism. Lectures with readings from selected works. Reports and discussions.

Saturday, 1.15-2.55. ALFRED REMY, M.A.
First Semester.

GERMAN 102.—History of German Literature. (2 points.)

(*Continuation of GERMAN 101.*)

The dawn of the classic period. Klopstock. Lessing. Wieland. Herder. Storm and Stress. Goethe. Schiller. The earlier Romanticists. The War of Liberation. Later Romanticists. The Suabian poets. *Das junge Deutschland.* Heine. Realism. The novel and short story. The Drama of the Nineteenth Century. The transition period after 1870. Origin and growth of Naturalism. General survey of the dominant tendencies at the beginning of the Twentieth Century.

Saturday, 1.15-2.55. ALFRED REMY, M.A.
Second Semester.

GERMAN 131.—Goethe's "Faust": Part I. (2 points.)

Study of sources: The original legend and the puppet-plays. Their impression upon the young Goethe. His earliest conception (*Urfaust*). Goethe's life experiences as motives of the drama. Special emphasis on the Gretchen episode. Reports and discussions.

Monday, 4.15-5.55. ALFRED REMY, M.A.
First Semester.

GERMAN 132.—Goethe's "Faust": Part II. (2 points.)

Goethe's final conception and treatment of the whole subject. The Helena episode. The closing scene as bearing upon the fulfilment of the original contract between Faust and Mephistopheles. Faust's salvation as compared with his damnation in the legend and the Faust dramas of other poets. A life-work, its universal import and ethical significance.

Monday, 4.15-5.55. ALFRED REMY, M.A.
Second Semester.

GERMAN 201.—Middle High German. (2 points.)

The principles of phonology and grammar are studied in connection with the reading of selections from the works of Hartmann von Aue, Wolfram von Eschenbach, Gottfried von Strassburg and especially Walther von der Vogelweide. The student is thus made acquainted with the general style of the court epic and the Minnesong.

Tuesday, 4.15-5.55. ALFRED REMY, M.A.
First Semester.

GERMAN 202.—Middle High German. (2 points.)

(*Continuation of GERMAN 201.*)

The reading consists of selections from the great national epic *Der Nibelunge Not.*

Tuesday, 4.15-5.55. ALFRED REMY, M.A.
Second Semester.

ITALIAN

Graduate students will not be permitted to major in Italian for a graduate degree. A graduate minor in this department may be offered toward a graduate degree, provided sufficient undergraduate courses have been satisfactorily completed.

ITALIAN 101 - 102.—Italian Literature, Part I. (4 points.)

A survey of Italian literature, from the beginnings to the Sixteenth Century, with extensive reading. The relation of the literary movements to history, politics and art will receive much attention.

To be given in 1936-1937. ALEXANDER AUSILI, M.A.

ITALIAN 103 - 104.—Italian Literature, Part II. (4 points.)

The period treated is from the Seventeenth Century to the present time.

Monday, 6-7.40. ALEXANDER AUSILI, M.A.
Both Semesters.

ITALIAN 105.—Dante: "La Divina Commedia." (Inferno.) (2 points.)

Introduction to the study of the *Commedia.* Reading and interpretation of the *Inferno.*

Tuesday, 6-7.40. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 106.—Dante: "La Divina Commedia." (Purgatorio). (2 points.)

Tuesday, 6-7.40. ALEXANDER AUSILI, M.A.
Second Semester.

ITALIAN 107.—Dante: "La Divina Commedia." (Paradiso.) (2 points.)

Friday, 4.15-5.55. ALEXANDER AUSILI, M.A.
First Semester.

ITALIAN 108.—Petrarca: "Il Canzoniere." (2 points.)

Friday, 4.15-5.55. ALEXANDER AUSILI, M.A.
Second Semester.

ITALIAN 109 - 110.—The Short Story in Italian Literature. (2 points.)

This course will deal with the evolution of the Italian *novella* from the dawn of Italian literature to modern times. A critical study of the language, style, technique, art and influence of the various writers will accompany the class reading of the more representative short stories of the several literary periods.

Thursday, 6-7.40. ALEXANDER AUSILI, M.A.
Either Semester.

DEPARTMENT OF PHILOSOPHY

FACULTY COMMITTEE

REV. GEORGE D. BULL, S.J., *Head of Department.*
WILLIAM O'MEARA, Ph.D.
ELIZABETH G. SALMON, Ph.D.

Conference Hours:

FATHER BULL—Monday, Tuesday, Thursday and Friday, 3-4.
DR. O'MEARA—Monday, Thursday, 3-4; Saturday, 11-12.
DR. SALMON—Monday, Wednesday, 3-4; Saturday, 10-11.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements of the Graduate School as given on pages 14 to 22 of this catalogue, the following regulations govern graduate work in Philosophy:

I. *Prerequisites:*

A minimum of eighteen points of undergraduate work in Scholastic Philosophy distributed over the following fields: Formal Logic, Ontology, Epistemology, Psychology, Cosmology, Natural Theology and Ethics. Students deficient in the point requirement must take such undergraduate courses as the Department Head may decide are necessary. Those possessing the proper point requirement, but not the proper distribution, should consult the Head of this Department, as to what may be done.

II. *Requirements for the Master's Degree:*

1. Thirty points of graduate work. Of these, twenty-two must be taken in graduate philosophy. The remaining eight points may be taken in such other fields of graduate study as the Head of this Department may judge useful. Approval for work outside this Department must be obtained in writing from the Department Head.

2. A comprehensive examination covering all the courses taken by the student with a view to obtaining the Master's degree.
3. Attendance at the Dissertation Seminar and the attainment of the vote "satisfactory" from the Seminar Committee.
4. Completion of a satisfactory dissertation.

III. *Requirements for the Doctor's Degree:*

1. Thirty points of graduate work beyond those required for the Master's degree. Twenty-two of these points must be taken in graduate philosophy. The remaining eight may be taken in such other fields of study as the Head of this Department may judge useful. Approval for work outside this Department is given only by the Head of the Department and must be obtained in writing.
2. A comprehensive examination which will cover:
   (*a*) All the courses taken by the student with a view to obtaining the Doctor's degree.
   (*b*) The whole field of Scholastic Philosophy. The student must be prepared to show that he has solid knowledge of the distinctive tenets of Scholastic Philosophy and of its general history and development.
3. Attendance at the Dissertation Seminar and the attainment of the vote "satisfactory" from the Seminar Committee.
4. Completion of a satisfactory dissertation.

Transfer Students:

Students who transfer to this department after having taken their Master's degree in some other field of graduate study must:

(*a*) Satisfy the prerequisite for this department as explained above.

(b) Present for the approval of the Department Head evidence that the former field of study is allied at least to the subject of Philosophy.

(*c*) Present at least forty-four points in graduate Philosophy. More than this number will be required if in the judgment of the Head of the Department the student's former field of study is but remotely allied to the sub-

ject of Philosophy. In the case of a student transferring from the department of Psychology, exception will be made to this ruling, provided that the student's major work has been in the field of Speculative Psychology.

Language Requirement:

Latin may be substituted for one of the modern languages required by the general regulations of the Graduate School for the Doctor's degree.

PHIL. 101 - 102.—History of Greek Philosophy. (4 points.)

I. The lives of the Greek philosophers, and a study of the development of Greek thought, based on a systematic arrangement of the source materials. From Thales to Plato.

II. From Aristotle to Plotinus.

Saturday, 11.05-12.45. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 113 - 114.—History of Modern Philosophy. (4 points.)

Cartesianism: Exposition, appreciation and criticism of Descartes' system and its developments; the occasionalism of Geulincx; the ontologism of Malebranche; the pre-established harmony of Leibnitz; the pantheism of Spinosa.

Empiricism: Exposition and criticism of the empirical sensism of Locke; the objective idealism of Berkeley; the phenomenal scepticism of Hume. Positivism, rationalism; agnosticism—Darwin and theories of evolution. Mill; Spencer. Transition to Kant.

German Idealism: Kant. An exposition and criticism of Kant's philosophy. The development of Kant by Fichte, Schelling, Hegel, Schopenhauer, Nietzsche. Contemporary American philosophy. James, Royce, Dewey. Realism, idealism, relativism, pragmatism, humanism.

N.B.—The different theories of knowledge set forth by the above philosophers, from Descartes to Dewey, explained and criticized; by way of contrast to each of the systems of modern philosophy, the teachings of Scholasticism are always stressed.

Thursday, 4.15-5.55. REV. MICHAEL J. MAHONY, S.J.
Both Semesters.

PHIL. 121 - 122.—An Understanding of Scholasticism. (4 points.)

I. Philosophical importance of the Thirteenth Century.
   (a) Authorities, and what they say of it.
   (b) Causes of its importance.

II. Principal philosophical currents of the Thirteenth Century. Results of contemporary studies concerning the unity of Scholasticism amid diversity.
   (a) Augustinian movement. The opinions of Ehrle, De Wulf, Mandonnet, Gilson. The question of a Christian philosophy.

(b) Pure philosophical movement of the Thirteenth Century. Radical Aristotelianism; Christian Aristotelianism of the Dominican School.

III. The Neo-Scholastic movement and sources for the study of Thomistic Philosophy.

Tuesday, 4.15-5.55. ELIZABETH G. SALMON, Ph.D.
Both Semesters.

PHIL. 141 - 142.—Introduction to the Study of St. Thomas.
(4 points.)

The object of this course is to acquaint the student with the best method of studying St. Thomas. To this end the small treatise, *De ente et essentia,* will be read. This is one of St. Thomas' earliest works and study of it clearly shows the direction of his thought on many of the fundamental theses of metaphysics. What was to his contemporaries the "novelty" of his teaching on the principle of individuation and on the distinction between essence and existence is shown from an historical study of earlier writers.

Thursday, 4.15-5.55. WILLIAM O'MEARA, Ph.D.
Both Semesters.

PHIL. 151 - 152.—Introduction to the Critiques of Kant.
(4 points.)

I. The philosophy of Descartes as a foundation for a study of the philosophy of Kant. His connections with Scholasticism will be stressed and his position explained in conjunction with the reading of some of his most important works.

II. The development of Cartesian philosophy, especially with reference to Leibnitz, who through Wolff greatly influences Kantian thought.

III. The pre-critical development of Kant, including the reading of his Dissertations of 1755 and 1770.

Saturday, 11.05-12.45. ELIZABETH G. SALMON, Ph.D.
Both Semesters.

PHIL. 161 - 162.—The Nature and History of Bolshevism.
(4 points.)

The theory of Bolshevism as a philosophy is the main subject of study in this course. This is studied, however, as manifested not only in communist philosophers, but as exemplified and applied in the Soviet experiment. Gurian's work is used as the basis, together with original Soviet documents.

Monday, 4.15-5.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

PHIL. 172.—Natural Theology, II—The Essence of God.
(2 points.)

Attributes; unicity, simplicity, infinity. Divine cognition; objects, possibles and futuribles. Divine Will; objects, necessary and free. Preservation. Concurrence; Scholastic dispute. Providence. The problem of evil.

Tuesday, 4.15-5.55. REV. JOSEPH A. MURPHY, S.J.
Second Semester.

PHIL. 174 - 175.—The Idea of God Among Modern Non-Scholastic Philosophers. (4 points.)

I. A critical study of the views of modern non-scholastic philosophers, from Descartes to Kant, on the questions of the demonstrability of God's existence, and on the nature of the Deity.

II. The course continues from the immediate successors of Kant to the non-scholastic philosophers of our own time.

Saturday, 9.15-10.55. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 201 - 202.—Fundamentals of Scholastic Philosophy, I. (4 points.)

A. *General Conspectus.*

The nature of philosophy. Its relation to the empirical sciences. Physics does not explain the laws of physics. Biology does not explain vital activity.

1. *The data of Philosophy.*

   (a) *Data within the subject.* The fundamental internal fact. Consciousness. The fact of sense-perception; of intellectual perception, judgment and reasoning; of volition.

   (b) *External phenomena:* Space, time, motion, bodies, matter.

2. *Analysis of the data.*

   The validity of cognition, sensitive and intellectual. The freedom of the will. The existence of the soul. The objective existence of bodies, of substance and accident, of cause. The relation between matter and spirit.

3. *The Classification of the data.*

   Philosophy as a science: Its subject-matter, all entity; its formal approach, ultimate causes. Entity in itself: the science of metaphysics. Entity in relation to mind: the science of logic. Entity in relation to will: the science of ethics.

B. *Particular Conspectus.*

I. Entity in relation to mind, logic, the science of cognition.

   A. *Correct* thinking as distinguished from *true* thinking.

      Formal logic: The acts of the mind and their verbal *expression.*

      1. *Apprehension*—idea and phantasm—universal ideas. Verbal terms, analogous and univocal. Definition and logical division.

      2. *Judgment:* Analytic, synthetic. Proposition. Its quality and quantity.

      3. *Reasoning:* The principle of identity and discrepancy. Deductive and inductive reasoning. The syllogism. Its laws. Sophisms.

B. *True Thinking. The Science of Criteriology.*

1. *Conceptual Truth* and the possibility of obtaining it. Certitude, its nature and existence. Scepticism.

2. *The trustworthiness of the cognitive faculties.* Consciousness. External and internal senses. Ideas and their validity. Validity of universal ideas. Reasoning—as a source of new knowledge. The objective causes of certitude. The ultimate criterion of truth and the motive of certitude.

II. Entity as in itself. The Science of Metaphysics.

A. *General Metaphysics. The Science of Ontology.*

Being, material and immaterial.
Being as such.
Its transcendental attributes: unity, truth, goodness.
Actual and potential being. Substance and accident. Causality.

B. Being in its natural determinations.

1. *Corporeal Being. The Science of Cosmology.*

Bodies, their intrinsic constituents. Their origin. Their activity. Laws of nature. Finality. Miracles. Motion, space, time.

Tuesday, 4.15-5.55. REV. GEORGE D. BULL, S.J.
Both Semesters.

PHIL. 203 - 204.—Fundamentals of Scholastic Philosophy, II. (4 points.)

(A continuation of PHIL. 201 - 202.)

2. *Animate Being. The Science of Psychology.*

(a) Irrational Life.

Essential difference between living and non-living beings. Vegetative and sensitive life. Origin of organic species. Evolution.

(b) Rational Life.

Intellect. Nature and origin of ideas.
Innatism, empiricism, ontologism, judgment, reasoning, will. Its freedom. The nature and origin of the human soul. Immortality. Union of soul and body in man.

3. *Uncreated Being. The Science of Natural Theology.*

The existence of God, as demonstrable by unaided human reason. Divine intelligence and will. The necessary and the free will of God.

God and the universe. Creation and conservation.
God as final cause of the universe.

C. *Being in relation to Will. The Science of Ethics.*

The ordination of man to his ultimate end.

(a) *Objective ordination.* The existence of objective morality. The constituents of the objective moral order: Natural and eternal law. The speculative standard of morality. Obligation and the ultimate objective end of man.

(b) *Subjective Ordination.* Conscience, imputability; Merit and the ultimate intrinsic end of man.

(c) The unity of subjective and objective ordination in the reconciliation of the endaimonistic and deontologistic tendencies of human nature, in one object, God as infinite good.

(d) Duty—as the effect of natural law. The consequent origin of rights. The juridical order as part of the objective order of morality.

(e) Particular rights and duties.

The duty of natural religion; of self-preservation; of veracity. The right of self-defence; of property.

Man as a social being. Natural as opposed to pactitious societies. Conjugal society. Its purpose. Divorce and polygamy. Birth-control. Civil society. Origin. Purpose. Limits of civil authority. The State and the individual. The State and education. The State and religion.

Thursday, 4.15-5.55. REV. GEORGE D. BULL, S.J.
Both Semesters.

The above courses are intended primarily to meet the needs of graduate students who have not included, in their college work, studies in Scholastic philosophy. The object, therefore, is not completeness of detail, but emphasis on that trait which is unique in Scholasticism: its organic unity, as an all-embracing rational philosophy of life. A minute examination of the remoter conclusions of this system is, accordingly, omitted, to throw into relief the great key-positions of Scholastic thought.

Care is taken, however, that no lacunæ occur, which would blur the lines of the system as a whole and thus impair for the student the cultural value to be gained from contact with the most highly organized body of thought known to the history of philosophy.

These courses should prove valuable not only to students who are unacquainted with Scholastic philosophy, but also to those who have finished an elementary course and are anxious to approach Scholastic philosophy from a point of view, not found in current text-books on the subject. Non-matriculated students are, for that reason, cordially welcomed.

PHIL. 219 - 220.—Kant (Part II). (4 points.)

I. A detailed review of the position of the Critique of Pure Reason leading to a study of the Critique of Practical Reason.

II. Evolution of Kant's Philosophy.

(a) A restatement of Kant. Reinhold's explanation of Kant. Charles Vellers—presents Kant to France. Schiller—links Kant to Romanticism.

(b) Critics of the work of Kant—Hamann, Jacobi, Schultz.

(c) Modification of Kant's philosophy, Beck, Maimon.

III. Scholastic criticism of Kantianism.

Wednesday, 4.15-5.55. ELIZABETH G. SALMON, Ph.D.
Both Semesters.

PHIL. 221 - 222.—Recent British and American Philosophy. (4 points.)

A study of the important philosophical trends in England and America from 1850 to 1920. The idealistic movement in its various forms is examined in the writings of T. H. Green, F. H. Bradley, Josiah Royce, Bernard Bosanquet, along with some consideration of the more important contemporary idealists. Realism as represented by G. E. Moore, Bertrand Russell, S. Alexander, John Laird, *The New Realism* and *Essays in Critical Realism.* The Pragmatism of C. S. Peirce, William James, F. C. S. Schiller and John Dewey. Finally, a brief view of the more important representatives of contemporary "scientific" philosophies, including Eddington, Jeans and Whitehead.

Tuesday, 4.15-5.55. WILLIAM O'MEARA, Ph.D.
Both Semesters.

PHIL. 231 - 232.—Jacques Maritain: "Les degrés du Savoir." (4 points.)

This most comprehensive book of the noted French Thomist will serve as a guide to a general discussion of Maritain's philosophical stand.

In the first semester special emphasis will be laid on his theory of knowledge, the life of the intellect as he sees it, including a comparison of Maritain's position with that of other noted contemporary French writers: Marechal, Noel, Gilson, Garrigou-Lagrange, Blondel, Chevalier.

In the second semester his critical discussion of the field, importance of metaphysics and its relation with other bodies of knowledge will be treated.

Friday, 4.15-5.55. ELIZABETH G. SALMON, Ph.D.
Both Semesters.

PHIL. 241 - 242.—Hylomorphism. (4 points.)

I. Substantial changes. The thesis of hylomorphism and its supporting arguments. The arguments from substantial changes. Substantial changes and inorganic compounds. Substantial changes and the living compound. Arguments based on the

concepts of act and potency. Limitation of act by potency. Individuation of forms by matter. St. Thomas on individuation.

II. Positive proofs of hylomorphism. State of the question. Arguments based on the nature of the continuum, inertia, and activity. Hylomorphism and modern science.

Monday, 4.15-5.55. PATRICK J. DOWNING, Ph.D.
Both Semesters.

PHIL. 251 - 252.—The Soul and Its Faculties. (4 points.)

The basis of this course is a careful and critical reading of passages from the following works of St. Thomas: Commentary on Aristotle's *De Anima; Summa Theologica, Ia pars, qq. 75-90; Quæstiones Disputatæ; De Spiritualibus Creaturis* and *De Anima.* The principal topics treated are: The soul as a substance and as a form; the nature of sensible knowledge; the nature and functions of the *Intellectus Agens* and the *Intellectus Possibilis;* the concept and its relation to the thing; the intellect and immaterial objects of knowledge. The originality of the Thomistic doctrines is shown in the light of an examination of the sources, principally the psychology of Aristotle. Finally, the main points of difference between the doctrines of St. Thomas and those of Suarez are examined.

Saturday, 9.15-10.55. WILLIAM O'MEARA, Ph.D.
Both Semesters.

PHIL. 259 - 260.—The Ethics of St. Thomas. (4 points.)

This course on the moral philosophy of St. Thomas is so arranged that it may be followed during two consecutive academic years. The *Primæ Secundæ* of the *Summa Theologica* is the basic text during one year, the Commentary on Aristotle's Ethics during the other. The subject-matter includes: The metaphysical basis of Thomistic ethics; the ultimate end; the subjective and objective aspects of beatitude; the interaction of intellect and will in the production of the human act; moral *habitus* and individual acts; the nature of law, eternal, natural and human.

Wednesday, 4.15-5.55. WILLIAM O'MEARA, Ph.D.
Both Semesters.

PHIL. 261 - 262.—Theory of Scholastic Ethics. (4 points.)

1. The Nature of Ethics.

Ethics as a Science.

Its Method—

Cannot be purely synthetic. The fact of the ethical "ought" is derivable from experience. Its nature cannot be thus derived.

Cannot be purely deductive; neither in the geometrical form of Spinoza, nor in the transcendental form of Hegel, nor in the idealistic form of Plato.

The analytic synthetic method of Scholasticism. The data of ethics. Their analysis and classification. General difference between moral and physical entity as admitted by common sense of mankind.

2. The ordination of Man to his Ultimate end.

The meaning of order in this connection. The order which the intellect merely considers in things; the order which it makes. The subject-matter of this ordination—the human act. Its nature. The formal object relation to a standard. The assumption of finality in ethics. Its validity. General relation between ethics and metaphysics.

(A) Objective ordination.

Meaning. Constituents: 1. Law. Its general nature. No law without an act of reason. Law proper, not found in irrational entity. Natural and eternal law. The universality of natural law. The effect of natural law—natural obligation. The nature of obligation. Obligation not constituted antecedently to the act of God as legislator. The theory of Vasquez, as contrasted with the theory of Suarez and St. Thomas. Obligation as the necessary nexus between the human act and man's ultimate objective end. The difference between obligation and sanction. Obligation in hedonistic and stoic systems of ethics. Kant and obligation without a distinct lawgiver. 2. Human nature as the constituent norm of morality. Nature—as the principle of perfective action. The assumption of a dominant tendency in human nature. Its validity. The moral good—in the concrete. Its relation to the useful good. God as the end of the objective moral order.

(B) Subjective Ordination of Man. Conscience. Its nature. Formal moral goodness. The principle of acting according to conscience, even when invincibly erroneous. Reconciliation of this, with the principle that there is an objective moral order.

Certitude of conscience. How it can be secured. The theory of probabilism. Imputability—relation to morality, to freedom of the will. Merit. In what sense morally good acts perfect man. God as the end of the subjective ordination of man.

(C) Reconciliation of objective and subjective ordination of man. Concupiscible and benevolent love of God. God as the object of beatitude, God as the absolutely ultimate end.

Section A: Monday, 10.00-11.40. Rev. George D. Bull, S.J.
Section B: Friday, 4.15-5.55.

PHIL. 401 - 402.—Dissertation Seminar.

Monday, 4.15-5.55. Rev. George D. Bull, S.J.
Both Semesters. Elizabeth G. Salmon, Ph.D.
William O'Meara, Ph.D.

DEPARTMENT OF PHYSICS

Rev. John J. Lynch, S.J., *Head of Department.*

Departmental Regulations

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue and the Faculty Committee will conclusively presume that the students are cognizant of them.

Before a student may register as an applicant for graduate work in the Department of Physics he must have completed a course in undergraduate Physics of at least eight (8) semester hours, a course in General Chemistry of at least eight (8) semester hours, and Mathematics up to, and including, Calculus; he must have, further, a good reading knowledge of German. Satisfactory attainment in these prerequisites must be shown in a personal interview.

Requirements for the Master's Degree:

Courses amounting to at least 15 hours per week must be taken over the period of a year, the selection of courses to be first approved by the Department. A written examination must be passed in each course as it is finished. Each course examination must be passed with a grade of at least 75%. At the end of the year a one-hour oral examination in the entire field covered by the courses must be passed satisfactorily before the candidate is recommended for the degree. A candidate rejected for one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

PHYS. 101.—Vector Analysis. (3 points.)

A semester course of three lectures per week. The topics treated include: Addition and subtraction of vectors, scalar and vector products, the various triple products, the elements of vector calculus, scalar and vector fields, linear vector functions. The text used is Gibbs.

Monday, 3.25-5.00.
Wednesday, 9-9.50.
First Semester.

PHYS. 102.—Analytic Mechanics. (3 points.)

A semester course of three lectures per week. The topics treated include: Statics of a particle and of a rigid body, equilibrium, virtual work, kinematics, kinetics, work, friction, properties of elastic bodies, vibrations and waves. Important applications of the principles are considered.

Monday, 3.25-5.00.
Wednesday, 9-9.50.
Second Semester.

PHYS. 103 - 104.—Differential Equations. (4 points.)

Equations of the first order and degree, first order equations of higher degree, equations of higher orders, equations with variable coefficients, simultaneous equations, partial differential equations.

Monday, 2.20-3.15.
Friday, 10.00-10.50.
Both Semesters.

PHYS. 105 - 106.—Electricity and Magnetism. (6 points.)

Magnetostatics, electrostatics, electric currents, electromagnetics, alternating and varying currents, electromagnetic radiation, conduction in gases.

Wednesday, 1.25-2.15.
Thursday, 1.25-3.15.
Both Semesters.

PHYS. 107 - 108.—Laboratory Course in Electricity. (2 points.)

A course of one two-hour laboratory period per week throughout the year. It will follow the lecture work associated with PHYS. 105 - 106.

Friday, 1.25-3.15.
Both Semesters.

PHYS. 109 - 110.—Physical Optics. (4 points.)

A lecture course of two hours per week during which the following topics will be treated: Reflection, refraction, dispersion, interference, diffraction, the electromagnetic theory of light, polarization, the optical properties of metals, etc.

Hours to be arranged.
Both Semesters.

PHYS. 111 - 112.—Introduction to Modern Physics for Teachers of Philosophy. (2 points.)

A lecture course of one hour per week throughout the year.

Hours to be arranged.
Both Semesters.

PHYS. 201 - 202.—Seismology, I. (4 points.)

A general view of the present status of seismology with detailed treatment of the following topics: The theory of elasticity, longitudinal and transverse waves, the derivation of the equation of motion of the horizontal pendulum and the discussion of the solution. The laboratory work associated with the course will consist of the interpretation of seismograms, the determination of epicenters, the determination of instrumental constants, etc.

Hours to be arranged.
Both Semesters.

PHYS. 203 - 204.—Seismology, II. (4 points.)

A continuation of the above course. The topics treated will include: Surface waves, theory of the galvanometer, galvanometric registration, magnification, depth of focus, etc.

Not given 1935-1936.

PHYS. 211 - 212.—Theoretical Physics, I. (4 points.)

A lecture course of two hours per week for the year. The topics which will be discussed include: The general principles of mechanics, the general theory of vector fields, the general theory of vibrations and waves, the motion of deformable bodies, the theory of the potential, electricity and magnetism, Maxwell's theory of the electromagnetic field, the theory of light.

Wednesday, 3.25-5.00.
Both Semesters.

PHYS. 213 - 214.—Theoretical Physics, II. (4 points.)

A continuation of the course, PHYS. 211 - 212. The topics treated will include: Electrons, atoms, light quanta, the principles of atomic mechanics, spectra, x-rays, the nucleus, the theory of heat, thermodynamics, the quantum theory of heat, relativity.

Hours to be arranged.
Both Semesters.

PHYS. 215 - 216.—Mathematical Physics. (4 points.)

The course consists in introducing the student to the newer mathematical processes as used in their application to nuclear physics. Two hours of lecture per week throughout the year.

Hours to be arranged.
Both Semesters.

DEPARTMENT OF POLITICAL PHILOSOPHY AND THE SOCIAL SCIENCES

FACULTY COMMITTEE

Rev. Moorhouse I. X. Millar, S.J., *Head of Department.*
Louis J. Potts, Ph.D., LL.M.
Arthur Claydon, Ph.B.
James Vaughan, M.A.

Conference Hours:

Father Millar—Wednesday and Thursday, 3-4.
Dr. Potts—Monday, Wednesday, Friday, 3-4.
Mr. Claydon—Tuesday, Wednesday, Thursday, 3-4.
Mr. Vaughan—Saturday, 10-12.

Father Millar will direct students majoring in Political History and Theory; Dr. Potts, those majoring in Law, Government and International Affairs; Mr. Claydon, those majoring in Economics; Mr. Vaughan, those majoring in Sociology.

It will be noted that the program of this department includes subjects usually listed under the social and political sciences, as well as courses in Political Philosophy proper. The reason for this subordination—unusual in these days—of the scientific to the philosophical, is twofold: first, because scientific method alone has proved itself inadequate to discover, formulate and maintain the sound fundamental principles underlying

social, economic, legal and political problems; second, because the historical record rather conclusively shows that philosophy has had very much more to do with social, economic, legal and political developments than has been allowed for by the recent methods of scientific approach, based, as most of them are, upon a purely naturalistic theory of evolution.

The aim of the department, therefore, is, primarily, to ascertain the soundness of the *"Philosophia perennis"* in the light of historical experience, and to bring it into line with present actualities in the established order in so far as these may be allowed to be *"de jure"*; secondly, to take into consideration the legitimate findings of the social and political sciences duly restricted to their own proper field of investigation; and, thirdly, to show the bearings of both philosophy and science on present-day national and international problems in these several fields.

The department offers on the basis of a cyclical rotation in each of the six several fields under its jurisdiction a complete program leading both to the degree of M.A. and Ph.D. It is to be noted that this program represents: (*a*) A considered balanced integration in the particular field; (*b*) an integration which naturally and logically expands into a group of several fields of alternative intensive specialization which may be selected as the needs or interests of the particular candidate may dictate; (*c*) an integration which permits a reasonable modicum of optional selection as well as an opportunity to combine a related minor, subject of course, to the prior written consent of a candidate's mentor, and (*d*) an integration which consistently emphasizes and develops the underlying unities and basic interrelationships as well as the more frequent and important points of contact between the several fields.

For the benefit of prospective students the substantial content of each of these six several programs is set down immediately next below. Further information respecting any particular field of specialization may be secured on application either to the Dean or to the Major Professor in charge of the particular field.

Political History and Theory

Fundamental Scholastic Philosophy (if required). Dissertation Seminars for Master's and Doctor's degrees respectively. General Sociology. Origins, Growth and Function of Law in Civil Society. Government in the United States. Major World Governments. Political Philosophy, I. Political Philosophy, II. History and Philosophy of the American Constitution. History and Philosophy of the Natural Law in Rela-

tion to the Positive Law. Seminar—Social Institutions and the Reality of Corporate Moral Personality. Philosophy of Culture. English Constitutional History. American Constitutional Law and Limitations. Anglo-American Legal History. Seminar—Modern Jurisprudential Theories and the Philosophy of the Law. International Relations. International Law. Contemporary World Problems (National and International). International Ethics. Philosophy of State and Government. Reading and Research in the field of Political History and Theory.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) American Political History and Theory; (B) Comparative Political History and Underlying Theories; (C) International Political History and Underlying Theories; (D) The Legitimate Scope and Proper Limitation of Governmental and Social Planning in Civil Society.

Law

Fundamental Scholastic Philosophy (if required). Dissertation Seminars for the Master's and Doctor's degrees respectively. Philosophy of State and Government. General Sociology. Government in the United States. Origins, Growth and Function of Law in Civil Society. Modern Corporate Organization and Finance. History and Philosophy of the American Constitution. History and Philosophy of the Natural Law. Seminar—Social Institutions and the Reality of Corporate Moral Personality. Philosophy of Culture. English Constitutional History. American Constitutional Law and Limitations. Anglo-American Legal History. Seminar—Modern Jurisprudential Theories and the Philosophy of the Law. International Relations. International Law. Contemporary World Problems (National and International). Public administrative Law. Reading and Research in the field of Law and Government.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) Jurisprudence, Legal History and the Philosophy of Law; (B) American Constitutional Law and Limitations; (C) Public Administrative Law and Theories of Legislation; (D) International Law and Jurisprudence; (E) The Law of Corporate Combination and its Underlying Theories.

Government

Fundamental Scholastic Philosophy (if required). Dissertation Seminars for Master's and Doctor's degrees respectively. Philosophy of State and Government. Origins, Growth and Function of Law in Civil Society. Government in the United States. Major World Governments. Political Philosophy, I. Political Philosophy, II. History and Philosophy of the American Constitution. History and Philosophy of the Natural Law in Relation to Positive Law. Seminar—Social Institutions and the Reality of Corporate Moral Personality. The Philosophy of Culture. English Constitutional History. American Constitutional Law and Limitations. Anglo-American Legal History. Seminar—Modern Jurisprudential Theories and the Philosophy of Law. International Relations. International Law. Contemporary World Problems (National and International). Public Administrative Law. Reading and Research in the Field of Law and Government.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) American Constitutional Government and Theory; (B) Comparative Government and Underlying Theories; (C) Public Administration, Organization and Legislation; (D) Local and Municipal Government.

International Affairs

Fundamental Scholastic Philosophy (if required). Dissertation Seminars for Master's and Doctor's degrees respectively. Philosophy of State and Government. Introduction to Graduate Economics. Foreign Relations of the United States. Major World Governments. Seminar—Post World War Organization, Legislation and the Philosophy of International Relations. Political Philosophy, II. History and Philosophy of the American Constitution. History and Philosophy of the Natural Law in Relation to Positive Law. Social Institutions and the Reality of Corporate Moral Personality. Philosophy of Culture. Latin American International Relations. International Relations of the Far and Near East. Modern Diplomatic History since the Congress of Vienna. Principles and Procedure of Diplomacy. International Relations. International Law. Contemporary World Problems (National and International). Seminar—Theories and Problems of International Trade and Finance. International Ethics. Origins, Growth and Function

of Law in Civil Society. Reading and Research in the field of International Affairs.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) International Law and Jurisprudence; (B) Principles, Procedures and History of Diplomacy; (C) International Organization, Legislation and Administration; (D) International Relations, Political and Economic.

Economics

Fundamental Scholastic Philosophy (if required). Dissertation Seminars for Master's and Doctor's degrees respectively. Philosophy of State and Government. International Relations. General Economic History. History of Economics. Economic Geography. Economic Theory (both general and advanced). Banking and Currency. International Economics. Public and Corporation Finance. Economic Institutions. Economic Legislation. Social Economics. Industrial Relations. Industrial Psychology. Modern Corporate Organization and Finance. History and Philosophy of the American Constitution. Seminar —Social Institutions and the Reality of Corporate Moral Personality. Statistics in Economics (elementary and advanced). Economic Problems (National and International). Reading and Research in the Economic Field.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) Social Economics; (B) Industrial Psychology; (C) Banking and Currency; (D) Public Finance.

Sociology

Fundamental Scholastic Philosophy (if required). Dissertation Seminars for Master's and Doctor's degrees respectively. Philosophy of State and Government. Origins, Growth and Function of Law in Civil Society. The Social Structure. Vital Statistics. Methods in the Social Sciences. Contemporary Sociological Thought. Agencies of Social Control. The Bases of Social Legislation. Population Trends and Consequences. Social Processes. Seminar—Social Institutions and the Reality of Corporate Personality. The Philosophy of Culture. The History and Philosophy of the Natural Law in

Relation to Positive Law. Industrial Relations. Contemporary World Problems (National and International). Reading and Research in the Field of Sociology.

This program culminates in the pursuit by the student of one or another of the following alternative fields of intensive specialization:

(A) Sociology of War and Revolution; (B) Sociology of Propaganda; (C) Sociology of Race and Culture Contacts; (D) Sociology of Social Movements and their Causation; (E) History of Social Sciences.

Departmental Requirements

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

The Faculty Committee desires to affirmatively advise its student body, both actual and prospective, that the Departmental program requirements, as laid down by their respective mentors, must be given consistent precedence over all outside commitments, and that no student will be presented for either the M.A. or Ph.D. degree by his mentor who has not fully complied with such indicated requirements.

The Faculty Committee desires to further affirmatively advise its student body that the controlling determinant qualification for presentation for either the M.A. or Ph.D. degree is the qualitative one of the fitness of the candidate for such degree, in the judgment of the said committee, and that the usual quantitative determinant in terms of minimum credits is definitely a subsidiary and secondary one.

It is the reasoned judgment of the Faculty Committee of the Department that the proper and essential foundation of all really sound graduate specialization in any segment of the field of Political Philosophy is a broad and well-balanced cultural background in the activities of the entire field.

In order to insure the attainment of such a proper scholarly training and perspective, all prospective candidates for degrees are required to pursue to completion the courses, hereinafter indicated as prescribed, before taking up work in their chosen field of specialization.

It is to be further understood, however, that it lies wholly and solely within the discretion of the Faculty Committee of the Department to waive, either provisionally or permanently in any particular case, any of these prescribed background courses. As

a general rule, where the candidate making such application is able to submit proper proof to them that the subject-matter of such course or courses has been already equivalently covered, they are willing to exercise such discretion and indorse an appropriate substitution.

While, generally speaking, graduate courses and seminars are open only to graduate students, it lies always within the discretion of the Faculty Committee of the Department to authorize the admission to these courses of such special students as they may deem fully qualified. No first-year students, however, whether graduate or special, will under any circumstances be regarded as eligible to pursue any of the special reading and research courses under supervision which are hereinafter noted. All such courses involve work of a highly specialized character and admission to them is exclusively and definitely limited to advanced special and graduate students.

Apropos of the special reading and research courses, the particular subject-matter of which is not formally specified, it is to be noted that throughout the regular session, the Summer session, and the between-session periods, individual assignments adapted to the present needs of advanced graduate and special students, and carried on under the regular personal supervision and direction of one or more members of the staff, may be arranged for with the formal approbation of the Departmental Faculty Committee. It is to be understood, however, that such assignments are strictly limited to subject-matter not covered in the actual scheduled working program. All credit allowances, if any, for such courses lie solely within the discretion of the Faculty Committee. The unconditional prerequisite for such courses is advanced special or graduate standing.

The segment of the complete rotation in each of the six several fields within the Department, which will be presented during the current year, follows:

I. POLITICAL HISTORY AND THEORY

POL. 101 - 102.—History of Political Philosophy, I. (4 points.)
(*Required of all students majoring in Government and Political Philosophy.*)

I. From Plato to St. Thomas: Emphasis will be placed on a reconstruction of the development of what is taken to be the sounder tradition in respect to the true theory of the state as set forth by Aristotle. Allowance will be made for the less adequate contributions of the Sophists, Plato and the Stoics, especially Cicero, Seneca and the Roman jurists. The originality of the departure made in Christian teaching in regard to fundamental principles will be stressed especially as evidenced in St. Augustine's theory

of law and of human society. Facts will be adduced to show that it was the concrete embodiment of Augustinian principles that gave early mediæval institutions their distinctive character without at the same time supplying the Middle Ages with an adequate idea of the state. The bearing of this on the conflict between ecclesiastical and temporal jurisdiction will be brought out in newer light as also the originality of St. Thomas' theory of law and politics based on a synthesis of Aristotelian and Augustinian principles.

II. From St. Thomas to Vittoria and Suarez: In this intervening period it will be shown how the full significance of St. Thomas' more adequate theory failed to be appreciated even by his own disciples and how in consequence the foundations of modern European States were laid in a confusion of Aristotelian, Augustinian and revived pagan Roman law principles. This is illustrated at the start in the instances of Dante, Marsiglio of Padua, Occam and others. It will be shown how this confusion gave rise to a conflict of traditions which, handed down from the Renaissance and the Reformation, is still confusing political issues.

In conclusion, an historical link will be established between the revised Thomistic theory of the state in the Sixteenth and Seventeenth Centuries and the political thinkers and leaders in England, beginning with Hooker and Selden and ending with Burke.

Principal References: *History of Freedom,* by Acton; *Growth of Political Thought in the West,* by C. H. McIlwain; *Mediæval Political Theory in the West* (5 vols.), by Carlyle; *Church, State and Study,* by Barker; *La Naissance de l'Esprit Laique au Declin du Moyen Age* (3 vols.), by Georges de Lagarde; *Recherche sur l'Esprit Politique de la Reforme,* by Georges de Lagarde; *The State and Church,* by Ryan and Millar.

(*Prerequisite:* General and Special Ethics.)

Tuesday, 7-8.40. REV. MOORHOUSE I. X. MILLAR, S.J., Ph.D.
Both Semesters.

POL. 109.—History and Philosophy of the Natural Law in Relation to Positive Law. (2 points.)

(*Required of all students majoring in the fields of Political Philosophy, Law, Government, International Affairs and Sociology.*)

This course will bring out the different ways in which natural law was conceived of in the past. The reasons for such differences will be treated philosophically. New light will be brought to bear on the Augustinian and Thomistic concepts. The theoretic soundness of the latter will be shown and their practical value established. Account will be given of the manner in which the very idea of the natural law has been grossly confused for the modern mind, to the very great detriment of philosophy and the whole of modern social, political and international relations as reflected in the inadequacy of present-day theories of the state and of law.

Principal References: *Essai Historique sur le Developpement de la Notion de Droit Naturel dans l'Antiquité Grecque,* by E. Burle; *La Morale et la Loi dans la Philosophie Antique,* by A. Bill; *St. Thomas Summa Theologica* (Vol. 8 of Dominican translation); *Canon Law,* Vol. 1, by A. G. Cicognani; *Archives de Philosophie*

du Droit et de Sociologie Juridique 1931-1935; The Revival of Natural Law Concepts, by C. G. Haines; *American Interpretations of Natural Law,* by B. F. Wright.

Thursday, 7.-8.40. REV. MOORHOUSE I. X. MILLAR, S.J., Ph.D.
First Semester.

POL. 111 - 112.—Philosophy of the State and Government. (4 points.)

(*Prescribed for all graduate students majoring in the Department.*)

This course will be based on the texts themselves of the great treatises of (1) St. Thomas' *De Legibus* and his *De Regimine Principum,* (2) Bellarmine's *De Laicis,* (3) Suarez' *De Legibus,* and (4) on the writings and speeches of Burke with a view to determining what his political philosophy was, both in his general principles and in his application of these to the social, political and constitutional problems of his day. It will be shown how the first were taken over by him from the great Scholastics, St. Thomas, Bellarmine and Suarez, and also that in his application of them he but stated the Whig philosophy, which was that of the framers and earlier interpreters of our Constitution.

Wednesday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J., Ph.D.
Both Semesters.

POL. 113.—History and Philosophy of the American Constitution. (2 points.)

(*Required of all students majoring in the fields of Political Philosophy, Law, Government and International Affairs.*)

This course covers: (a) A careful study of the nature and content of the United States Constitution itself; (b) its historical background, *i.e.,* the mediæval political ideals and institutions in which it is rooted, and their later developments in England and the Colonies; (c) the early history of the Constitution as seen in the deliberations of the Constitutional Convention of 1787, its divergencies and compromises; (d) decisions of the Supreme Court; (e) the later growth of the Constitution, *i.e.,* the men and controversies that have most conduced to its interpretations, expansion or modification down to the present day.

Principal References: *The Federalist; The Supreme Court in United States History,* by Warren; *Principles of the Constitutional Law of the United States,* 2d Edition, by W. W. Willoughby; *Life of John Marshall,* by Beveridge; *The Promise of American Life,* by H. Croly; *The Twilight of the Supreme Court,* by E. S. Corwin; *The Need for Constitutional Reform,* by W. G. Elliott.

Thursday, 7.-8.40. REV. MOORHOUSE I. X. MILLAR, S.J., Ph.D.
Second Semester.

POL. 201.—The Philosophy of Culture. (2 points.)

(*Required of all students majoring in the department.*)

In this course it will be shown how culture is fundamentally conditioned; first, by human nature metaphysically considered; second, by the assumptions men in their varied collectivities and traditions have gone upon in respect to man's nature and his posi-

tion in the universe. Thus a humanistic interpretation of cultural realties will be substituted for the non-human assumptions of the naturalist, the exaggerated idealist, the determinist, or the indeterminist, which have thus far confused the proper approach to the study of human culture.

Principles will be laid down accounting for cultural origins, variations, aberrations, and progress, and standards of evaluation based on material, intellectual, moral and religious grounds will be worked out in the course of class discussions.

Principal References: *Cultural Reality,* by Florian Znaniecki; *On Being Human,* by Gerald Van; *Belief in Man,* by P. S. Richards; *Progress and Religion,* by Christopher Dawson; *L'Humanisme et l'Humain,* by F. Charmot, S.J.

Rev. Moorhouse I. X. Millar, S.J., Ph.D.

Section A: Monday, 11-12.40, and
Section B: Thursday, 4.15-5.55.
First Semester.

POL. 303.—Seminar: Social Institutions and the Reality of Corporate Moral Personality. (2 points.)

(*Required of all students majoring in the department.*)

The work of the seminar will center around the theory of institutions, considered in their sociological and juridical aspects. Hauriau's contribution to the problem and its connection with the latest trend in social jurisprudence will be discussed from their many complex angles and tested in the light of Suarez' philosophy of the state and the American experiment in Constitutional Law.

Principal References: *Corporate Personality,* by F. Hallis; *Natural Law and the Theory of Society,* by Otto Gierke, translation by Barker; *The Pragmatic Revolt in Politics,* by William G. Elliott; *L'Institution le Droit Objectif et la Technique Positive,* by A. Desqueyrat; *Personalité Morale et Personalité Juridique,* by Rene Clemens; *Archives de Philosophie du Droit et de Sociologie Juridique 1931-1935.*

Monday, 11-12.40, and Thursday, 4.15-5.55. Rev. Moorhouse I. X. Millar, S.J., Ph.D.
Second Semester.

POL. 317 - 318.—Reading and Research in the Field of Political History and Theory.

During all the sessions of the University, and in the intervals between them, special assignments adapted to the present needs of individual students, under the regular direction and supervision of the staff, may be arranged for with the approval of the Department Faculty Committee. The credit allowance, if any, for such work to be determined in each case by such committee. The purpose of these courses is to systematically and critically direct the efforts of the student in developing a comprehensive, well co-ordinated and discerning study of the designated subject-matter or a major segment thereof. The method of procedure contemplates original research, the comparison, interpretation and evaluation of factual data, the summarization of results by means of periodic précis, conference, and discussion.

II. LAW AND GOVERNMENT, AND INTERNATIONAL AFFAIRS

A. LAW AND GOVERNMENT

POL. 121 - 122.—The Origins, Growth and Function of Law in Civil Society. (4 points.)

(*Prescribed for all students majoring in Sociology, Government, Law, Political Philosophy and International Affairs.*)

It is the purpose of this course to examine into the origins and gradual growth and the function of legal institutions among the races of mankind, and to study intensively and comparatively the progressive development and functioning of the more important legal systems which have survived to rule the world.

A critical evaluation, from the standpoint of an adequate philosophy of law, of the accepted rationalizations of these institutions, will parallel the foregoing treatment.

Principal References: The Jurisprudential Studies of Austin, Holland, Bryce, Vinogradoff, Kohler, Salmond, Pollock and Pound will be extensively and critically considered. In addition to these, *Law in the Making,* by C. K. Allen, *Civilization and the Growth of Law,* by W. A. Robson, and *English Legal Tradition,* by H. Levy-Ulmann, will be extensively drawn upon. The Roman Law Studies of Savigny, Buckland and Jolowich, as well as the Common Law Studies of Jenks, Holdsworth, Pound, Hazeltine and Plucknett will be utilized.

Monday, 4.15-5.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 123 - 124.—Government in the United States. (4 points.)

(*Required of all students majoring in Political Philosophy, Law and Government.*)

It is the purpose of this course to develop a comprehensive survey of national, state and local government in the United States, and of their mutual interrelations, to point out the major problems which have arisen, and to discuss critically both their suggested and adopted solutions, emphasizing the dominant trends of remedial action.

Principal References: *The Federalist; The Records of the Constitutional Convention,* by Max Farrand; *Selected Constitutional Decisions for Study and Analysis; American National Government,* by Orth and Cushman; *Theory and Practice of Modern Government,* by H. Finer; *American Commonwealth,* by Bryce; *Constitutional Government in the United States,* by Woodrow Wilson; *American Constitutional System in the United States,* by W. W. Willoughby; *Life of John Marshall,* by Beveridge; *Law of the Constitution,* by Burdick; *Constitutional Law,* by W. W. Willoughby; *Supreme Court in United States History,* by Warren; *Federal Centralization,* by Thompson; *The Business of the Supreme Court,* by Frankfurter and Landis; *The Need for Constitutional Reform,* by W. G. Elliott.

Re: State Government: *State Government in the United States,* Holcombe; *State Government,* W. F. Dodd; *Introduction to Study of Public Administration,* L. D. White; *Administrative Consolidation in State Government,* Buck; *Trends in Public Administration,* White; *Legislative Assemblies,* Luce; *County Government and Administration,* Fairlie and Kneier; *Municipal Government in the United States,* Reed.

Wednesday, 7-8.40. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 125 - 126.—American Constitutional Law and Limitations. (4 points.)

(*Required for all students majoring in Law, Government and Political Philosophy.*)

It is the purpose of this course to develop, on the basis of the decisions of the Supreme Court of the United States, a co-ordinated presentation of our American Constitutional Legal Tradition; and to examine critically in the light of this established tradition and its immense potentialities the major projects which have been formulated and legislatively enacted by the protagonists of the so-called "New Deal."

Finally an attempt will be made, on the basis of the data, legal, sociological and economic so assembled, to evaluate objectively the alleged present need for far-reaching constitutional reform which is being urged with increasing insistence.

Principal References: *Constitutional Limitations,* 8th Edition, by Cooley; *Principles of Constitutional Law,* by W. W. Willoughby; *Constitutional Law,* by J. P. Hall; *Selected Constitutional Decisions for Study and Analysis; The Twilight of the Supreme Court,* by E. S. Corwin; *The Need for Constitutional Reform,* by W. G. Elliott; *The Supreme Court in United States History,* by Warren. In relation to the New Deal Projects *ad hoc* references, both required and suggested, will be furnished during the progress of the treatment.

(*Prerequisite:* Government in the United States—POL. 123 - 124.)

Section A: Wednesday, 11-12.40, and
Section B: Friday, 4.15-5.55. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

(Students not registered in this department desiring to take this course must secure the consent of Dr. Potts in advance.)

POL. 327 - 328—Reading and Research in the Field of Law and Constitutional Government.

See POL. 317 - 318 above.

B. INTERNATIONAL AFFAIRS

POL. 281 - 282.—Contemporary World Problems. (4 points.)

(*Required for all students majoring in International Affairs, Law, Government, Sociology and Political Philosophy.*)

It is the purpose of this course to examine intensively a group of interrelated major problems, national and international, political and economic, of general incidence in the present-day post-war

world, with a view to determining their causation and measuring their consequences. On the objective groundwork so developed an attempt will be made to formulate constructive, alternative remedial solutions in the light of the positive and metaphysical realities involved.

Principal References: In view of the original character of the synthesis attempted here and of the rapidly changing conditions under examination, pivotal readings for extensive and intensive consideration cannot readily be indicated. *Ad hoc* references, however, will be frequently furnished during the course of the development.

(*Prerequisites:* International Relations—POL. 181 - 182; International Law—POL. 185 - 186.)

Saturday, 11.05 - 12.45. LOUIS J. POTTS, Ph.D., LL.M.
Both Semesters.

POL. 395 - 396.—Reading and Research in the Field of International Affairs.

See POL. 317 - 318 above.

III. ECONOMICS

POL. 141 - 142.—Introduction to Graduate Economics and Elementary Statistics. (4 points.)

(*Prescribed for all students majoring in Economics and International Affairs.*)

A description of what the Economic System is and how it works. The latter is interpreted from current official statistics. Instruction is given in what those statistics are, where to find them, and how to make and use them.

Principal References: *Principles of Economics,* A. Marshall; *The Common Sense of Political Economy* (2 Vols.), P. H. Wicksteed; *Economics of Welfare,* A. C. Pigou; *Lectures on Political Economy,* K. Wicksell; *Kapital und Kapitalzins,* E. Böhm-Bawerk; *Lezioni di Economia,* G. U. Papi; *Principles and Problems of Economics,* W. E. Spahr and others; *Principles of Economics,* F. W. Taussig; *Cours D'Economie Politique,* C. Colson.

Saturday, 9.15-10.55. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 145 - 146.—History and Critical Exposition of Economic Theory. (4 points.)

(*Required of all first year students majoring in Economics.*)

A summary review through the classical Athenian Media to the Physiocrats. Thence an amplified study of the sequence down to the thought of the Twenties.

Principal References: *Review of Economic Theory,* E. Cannon; *Readings in the History of Economic Thought,* S. H. Patterson; *Epochen der Dogmen und Methodengeschichte,* G. Schumpeler;

History of Economic Thought, L. H. Haney; *Histoire des Doctrines Economiques,* René Gonnard.

Tuesday, 7-8.40. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 151 - 152.—General Economic History. (4 points.)

It is the purpose of this course to discuss the four typical stages of economic development, especially the history of the Industrial Revolution and of Capitalism in England and America, including a survey of the international division of labor in its geographical aspects.

Principal References: Reference readings will be indicated during the progress of the course.

Thursday, 4.15-5.55. FRIEDRICH BAERWALD, Ph.D.
Both Semesters.

POL. 241 - 242.—Advanced Economic Theory. (4 points.)

Contemporary economic theory will be discussed with a view to deepen the understanding of the present-time economic situation. Starting with an analysis of the differences between a balanced economic system and an economic system as modified by changes of the population, the territory and the technique, the course will proceed to an examination of the following problems: Productive and consumptive capacity; surplus production and surplus population; the formation of capital; the various forms and functions of credit; wealth and income and their distribution under the varying aspects of a growing and of a stationary economic system. Particular attention will be paid to theories of trade cycles and methods of business research.

Principal References: *Essentials of Economic Theory,* J. B. Clark; *The Formation of Capital,* H. G. Moulton.

Tuesday, 4.15-5.55. FRIEDRICH BAERWALD, Ph.D.
Both Semesters.

POL. 249 - 250.—International Economics. (4 points.)

(*Required of all second year students majoring in Economics.*)

General geography of International Economics. What the world economy as a system is, and how it works as interpreted from international statistics.

Principal References: *International Trade,* F. W. Taussig; *International Trade,* P. B. Whale; *Der Internationale Handel,* G. Haberler; *The Gold Standard and Its Future,* T. E. Gregory; *The ABC of Foreign Exchanges,* Clare and Crump; *Interregional and International Trade,* B. Ohlin; *Trends in the Foreign Trade of the U. S. A.,* National Industrial Conference Board.

Saturday, 11.05-12.45. ARTHUR CLAYDON, Ph.B.
Both Semesters.

POL. 349 - 350.—Reading and Research in the Economic Field.

See POL. 317 - 318 above.

IV. SOCIOLOGY

POL. 161 - 162.—The Social Structure. (4 points.)

(*Prescribed for students majoring in Sociology, Law and Political Philosophy.*)

This course will deal with the general subject-matter of sociology through an analysis of the social structure. Following a preliminary treatment of relevant social concepts and current sociological terminology, attention will be focused on the more fundamental social forms and social forces. The following will be analyzed: Community; the family; the class system; types of associations, institutions and groups; social codes; fashion; custom; imitation; law; mores; morals and types of social sanctions. Special attention will be given to the social heritage, the environment and factors conditioning social processes. Sociological theories of social change will be discussed and an attempt will be made to analyze this problem in the light of the various conditioning factors and in relation to individual and social values.

Principal References: *Community,* R. M. MacIver; *Society, Its Structure and Changes,* R. M. MacIver; *Social Theory,* G. D. H. Cole; *Social Organization,* C. H. Cooley; *Principles of Sociology,* F. H. Giddings; *Social Development,* L. T. Hobhouse; *Primitive Society,* R. H. Lowie; *Folkways,* W. G. Sumner; *Social Change,* W. F. Ogburn; *Middletown,* R. S. and H. M. Lynd.

Tuesday, 4.15-5.55. WILLIAM L. LEEN, M.A.
Both Semesters.

POL. 169 - 170.—Social Processes. (4 points.)

Analysis of the fundamental forms of social interaction is made with a view to ascertaining what principles may be found. Competition, conflict, mutual aid, differentiation, accommodation, stratification, assimilation, invention and diffusion are among the processes and their results which are studied. The sociology of war and revolution together with that of propaganda are considered in some detail.

Principal References: *Social Change,* W. F. Ogburn; *Social Mobility and the Sociology of Revolution,* P. Sorokin; *Social Attitudes,* K. Young; *Communication Agencies and Social Life,* Wiley and Rice.

Wednesday, 4.15-5.55. JAMES VAUGHAN, M.A.
Both Semesters.

POL. 171 - 172.—Principles and Methods of Vital Statistics. (4 points.)

This course will deal with fundamental quantitative methods and with particular reference to vital data. The first part of the course will be devoted to the study of elementary statistical methods and underlying principles. The following will be discussed: Misuses of statistical data; the frequency of distribution; methods of summarization; measures of variation and dispersion; methods of collecting, sampling and interpreting social and vital data. The latter part of the course will be devoted to a statistical study of the composition of population, the analysis and uses of statistics of

birth, morbidity, general occupational and infant mortality, the costs of morbidity, the control of infant mortality, and the changing life span.

Principal References: *Principles and Methods of Statistics,* R. E. Chaddock; *Vital Statistics,* G. C. Whipple; *An Introduction to the Theory of Statistics,* G. U. Yule; *Elements of Statistical Methods,* W. I. King; *Statistical Methods,* F. C. Mills; *Grammar of Science,* Karl Pearson; *Population Problems,* W. S. Thompson; *Population Trends in the United States,* Thompson and Whelpton; *Elements of Vital Statistics,* A. Newsholme; *Dynamics of Population,* Lorimer and Osburn; *Principles of Vital Statistics,* I. S. Falk; *Population Problems, Also Health and Wealth,* L. I. Dublin; *Introduction to the Vital Statistics of the United States,* W. I. Wilcox.

Friday, 4.15-5.55. WILLIAM L. LEEN, M.A.
Both Semesters.

POL. 263 - 264.—Methods in Social Sciences. (4 points.)

An analysis of the field of knowledge is made in the course of which the characteristics of animal, empirical, philosophic and scientific knowledge are exhibited. A classification of disciplines is made possible by this analysis. Social Science, having been discriminated from "common sense," information, ethics and similar fields, an effort is then made to show the variety of methods employed in the social sciences with special reference to the methodological concept.

Principal References: *Introduction Generale à la Philosophie—Qu' est—ce que la Philosophie,* by E. Baudin, De Gigord, Paris, 1927; *Les Degres du Savoir,* by J. Maritain, Declos de Brouver et Cie, Paris, 1932; *Methods in Social Science,* S. Rice (Ed.); *The Method of Sociology,* F. Znaniecki.

Monday, 7-8.40. JAMES VAUGHAN, M.A.
Both Semesters.

POL. 371 - 372.—Reading and Research in the Field of Sociology.

Cf. POL. 317 - 318 above.

POL. 401 - 402.—Dissertation Seminar.

(*Required for all candidates for M.A. and Ph.D.*)

This seminar is limited to those graduate students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research particular to the department will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment, and of its importance to the world of knowledge.

Tuesday, 4.15-5.55. REV. MOORHOUSE I. X. MILLAR, S.J., Ph.D.
Both Semesters. LOUIS J. POTTS, Ph.D., LL.M.
ARTHUR CLAYDON, Ph.B.
JAMES VAUGHAN, M.A.

DEPARTMENT OF PSYCHOLOGY

FACULTY COMMITTEE

Head of Department and Chairman of Faculty Committee:

Rev. Walter G. Summers, S.J., Ph.D.
Conference hours by appointment.

Rev. Joseph A. Murphy, S.J., Ph.D.
Harry McNeill, Ph.D., Ag. (Louvain)
Robert F. Sheehan, M.D., M.Sc.
Thomas E. Bamford, Jr., A.B., M.D., Med. Sc.D.
Frances M. Guanella, Ph.D.
Kathryn E. Serota, M.A.

Requirements for Graduate Work in Psychology

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 14 to 22 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Specific requirements for graduate students in the Department of Psychology:

All students who matriculate in this Department must give evidence satisfactory to the Faculty Committee that they have completed courses in Philosophy equivalent to those listed for the Junior and Senior Years of the Collegiate Department of this University. Students deficient in this respect will be obliged to take a course or the courses in the Fundamentals of Scholastic Philosophy and such other courses as the Faculty Committee may judge necessary as an adequate background for advanced studies in Psychology.

The minimum requirement for the Master's degree is thirty points of graduate work, a comprehensive examination and the satisfactory completion of a dissertation. The point requirement must be fulfilled normally by attendance at lectures. Eighteen of the thirty points must be taken in Psychology. The remaining twelve points may be taken in some allied field of study such as Philosophy, History, Sociology, Political Science, Educational Psychology. No student may undertake either major or minor courses without the written approval of the Chairman of the Department.

The minimum requirement for the Doctor's degree is thirty points of graduate work beyond that required for the Master's degree. Students who transfer to this Department after having obtained the Master's degree in some other field of graduate study will be obliged to present credit for thirty-six semester hours of graduate work in Psychology before they will be con-

sidered eligible for the Comprehensive Examination. All candidates for the Doctor's degree must pass a Comprehensive Examination in the major and minor fields. After receiving notification of a successful average in this examination, the candidate will prepare and present a Doctor's dissertation for the approval of the Faculty Committee.

SPECULATIVE

PSYCH. 101.—Philosophy and Science of Evolution. (2 points.)

Meaning of species, variety, stock. Biological species. The variability of organisms. The essential differences. Fact and evidence. Origin of multiplicity of species.

Not given 1935-1936. REV. JOSEPH A. MURPHY, S.J., Ph.D.

PSYCH. 102.—Functional Psychology and Æsthetics. (2 points.)

A study of psychic processes from the phenomenal standpoint—both normal and abnormal psychic states—in order to arrive at a proper classification of psychic functions. Criticism of various modern classifications and defense of the classical faculty-psychology. The elements to be studied include the real distinction between cognitive and affective states; the possibility of unconscious mental products; the theory of unconscious motivation; interest as an integrating factor and the association theory; habitual *and* actual cognition; perception and apperception; pain-pleasure faculty and analysis of emotion. The place and importance of the traditional psychology of faculties and emotion as a basis for a proper science of æsthetics. The meaning of beauty and the canons of art with their proper interpretation theoretically and practically impossible on any other basis.

Thursday, 4.15-5.55. REV. JOSEPH A. MURPHY, S.J., Ph.D.
Second Semester.

CRITICAL AND HISTORICAL

PSYCH. 103.—Advanced General Psychology. (2 points.)

The Scholastic exposition of mind and consciousness. The faculty theory; misconceptions of the faculty theory. Modern attempts to define mind and mental functions. Complexes and dissociation. The mental span, attention and interest. The subconscious and the unconscious mind. Sleep, dreams, hypnosis and the phenomena of suggestion and telepathy. Trance states, multiple and co-conscious personalities. The empirical aspects of personality. Personality tests. Personality types. Unity and substantiality of the mind.

Tuesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
First Semester.

PSYCH. 105 - 106.—History of Psychology. (4 points.)

The object of this course is to provide a most important foundation for any graduate work in psychology. To appreciate adequately the modern trend towards experimental and quantitative methods, the student must become acquainted with the development of psychological thought from Plato and Aristotle, from Augustine, Thomas Aquinas, Scotus and Suarez down to the later and modern German, French, English and American experimentalists. This course will offer an historical and critical survey of the contributions of the great leaders in psychology and will trace the influence of their contributions on the development of theory, research and methodology.

This is an introductory course to PSYCH. 108.

Tuesday, 4.15-5.55. HARRY MCNEILL, Ph.D.
Both Semesters.

PSYCH. 108.—Modern Schools of Psychology. (2 points.)

A critical analysis of the sources and the principal teachings of the structural, functional, psychoanalytic, behavioristic, hormic, dynamic and gestalt psychologies.

Tuesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
Second Semester.

PSYCH. 201 - 202.—Human Intellect and Will. (4 points.)

An extensive study of the sources of the scholastic doctrines relating to the functions and the nature of the human intellect. This will be supplemented by a critical review of modern research and thought regarding the intellect from both the scientific and philosophical view-points.

A similar plan will be followed in the investigation of the nature of the human will and its attributes. The study of the sources of the scholastic teachings will be supplemented by an evaluation of the experimental results of Ach and his successors.

Friday, 4.15-5.55. HARRY MCNEILL, Ph.D.
Both Semesters.

PSYCH. 203.—Psychology of Mysticism. (2 points.)

The psychology of religious experience: Retreat, revival, conversion. Mystical experience in the Orthodox Catholic Contemplatives. Varieties of mystical experience. The essential and the accidental in the mystical states. Mystical phenomena in Neo-Platonism, Yogism, Buddhism, Moslem mysticism. Quietism. The problem of ecstasy. Visions, stigmatization, levitation. The explanations offered by psychologists and psychiatrists. The rules for the discernment of true mystical experience.

Wednesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
First Semester.

PSYCH. 204.—Emotions and Sentiments. (2 points.)

The Aristotelian and the Scholastic division of the appetitive activities. The refinement of this division and the controversy in relation to the third type of psychic activity. Appetition compared

with feeling. The James-Lange theory of the emotions. More recent results of physiological research. The characteristics and the grouping of the sentiments. Evaluation of the methods employed in the investigation of the emotions and sentiments.

Wednesday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
Second Semester.

EXPERIMENTAL

PSYCH. 107.—Physiological Psychology. (2 points.)

Nerve stimulation and conduction. Reflex, cerebral, cerebellar and autonomic functions. Relation of physiological processes to mental phenomena, normal and abnormal. The special senses. Cerebral localization. The aphasias. The local sign theory. The endocrine structures and their psychological significance. Pleasure and pain. The temperaments. The unity of the human mind. Relation of physiological research to psychological theory.

Tuesday, 4.15-5.55. JOSEPH F. KUBIS, M.A.
First Semester.

PSYCH. 109 - 110.—Experimental Psychology, I. (4 points.)

A laboratory course covering a selected number of typical individual and group experiments in perception, reaction-time, attention, memory, learning, thought and volition.

Wednesday, 4.15-5.55. HARRY MCNEILL, Ph.D.
Both Semesters. AND ASSISTANTS.

PSYCH. 205 - 206.—Experimental Psychology, II. (4 points.)

This is a more advanced course in which each student or group of students will trace the development of a given experimental problem. The preliminary work will consist of a study of the apparatus, technique and controls employed by previous investigators. The students will present plans for additional investigations or for the correction of errors in the experimental procedure of the work they have examined. This course is intended primarily for those who are majoring in psychology and will provide guidance in the preliminary stages of an actual research investigation.

Friday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
Both Semesters. AND ASSISTANTS.

PSYCH. 207 - 208.—Psychology of Movement and Skill. (4 points.)

This course will treat of such topics as the physiology of movement; the "general motor factor"; aptitude and exercise; practice; motor tests; manual ability and intelligence, graphology.

Thursday, 4.15-5.55. HARRY MCNEILL, Ph.D.
Both Semesters.

APPLIED PSYCHOLOGY

PSYCH. 111.—Psychology of Habit and Character. (2 points.)

Physiological aspect of habit. Psychological aspect. Classification. Habit formation. Place of will formation—rules. Psychosis: Psychotherapy and its psychic basis. Some destructive theories. Dangerous tendencies. Character: Definition established. Character formation. Motivation and purposive action. Heredity: Organism, spiritual characteristics; environmental influences. Personality—in the light of the above.

Thursday, 4.15-5.55. REV. JOSEPH A. MURPHY, S.J., Ph.D.
First Semester.

Students who desire certification for work in vocational guidance and clinical psychology will confer with the head of this department.

Mental Hygiene.

Cf. EDUC. 191 - 192.

Psychology of Childhood.

Cf. EDUC. 249 - 250.

PSYCH. 113 - 114.—Psychiatry. (4 points.)

History of mental disorders. Factors of heredity, physique, disease, endogenous poisons and emotional traumata in causation of mental disease. Symptomatology presented with dynamics and mechanisms. Special study of psychoneuroses. Modern theory and practice of treatment and prevention.

Monday, 4.15-5.55. THOMAS E. BAMFORD, JR., M.D., Med.Sc.D.
Both Semesters.

PSYCH. 115 - 116.—Guidance of Ungraded Children. (4 points.)

The purpose of this course is to acquaint school principals and teachers and those qualifying for certification in educational guidance with the present tendencies and practices in the field of special treatment for retarded children. The organization, administration and methods which have proved effective with ungraded class children will be considered. The principles underlying these successful methods, organization and administration will be analyzed. Follow-up studies of the vocational adjustment of former ungraded class children will be undertaken.

Tuesday, 4.15-5.55. FRANCES M. GUANELLA, Ph.D.
Both Semesters.

PSYCH. 209 - 210.—Child Guidance Clinic. (6 points.)

This course will be conducted at St. Vincent's Hospital for graduate students only. It will consist of the supervised administration of psychological tests to problem children. These test results will be supplemented by neurological, medical and psychiatric aspects of the individual cases.

Saturday, 10-1. ROBERT F. SHEEHAN, M.D., M.Sc.
Both Semesters. THOMAS E. BAMFORD, JR., M.D., Med.Sc.D.
KATHRYN E. SEROTA, M.A.
REV. WALTER G. SUMMERS, S.J., Ph.D.

PSYCH. 112.—Psychology of Adolescence. (2 points.)

The physical and mental changes associated with adolescence. Interests and ideals. Social tendencies, problems and adjustments. Factors in youthful skepticism. Instincts, impulses, will training and religious education. Causes of abnormalities and delinquency.

Wednesday, 4.15-5.55. KATHRYN E. SEROTA, M.A.
Second Semester.

PSYCH. 117.—High School Guidance. (2 points.)

The principles of vocational and educational guidance for teachers and counselors in junior and senior high schools. The topics to be treated will include: Counseling techniques, exploratory and try-out courses, occupations classes, cumulative records, occupational information, follow-up methods and case studies in guidance.

Wednesday, 4.15-5.55. VICA F. WALDRON.
First Semester.

PSYCH. 119 - 120.—Organization and Administration of Guidance. (4 points.)

The problems of establishing and directing a guidance program: the principles on which guidance work rests; the program of activities; qualifications of advisers, counselors, deans of boys and girls; school relationships in the functioning guidance program.

The problems of organizing and maintaining a guidance program in the small high school, in the continuation school, in the rural school, in the special school, in the junior college, in the college and university.

Friday, 4.15-5.55. RUTH BYRNS, Ph.D.
Both Semesters.

PSYCH. 121.—Problems of Educational and Vocational Guidance. (2 points.)

This course will present an introduction to the entire problem of guidance. Opportunities will be presented to work out special guidance problems of the following types: (1) Surveys of pupils' vocational interests. (2) Plans for testing program for guidance needs. (3) Case-study investigations of problem pupils. (4) Evaluating already established guidance programs and activities. (5) Follow-up surveys of graduates and drop-outs. (6) Developing orientation programs for new pupils. (7) Developing home-room guidance programs. (8) Surveys of occupational opportunities for young people.

Friday, 4.15-5.55. RALPH P. GALLAGHER, B.S.
First Semester.

PSYCH. 122.—Occupational Analysis. (2 points.)

Sources of occupational information, their variety and reliability. Bibliographies, government bulletins, reports of other investigations, periodical literature, interviews, observation, job analysis, time and motion study, etc. Means of ascertaining work done, abilities and preparation required, composition, stability, working conditions, factors which cause dissatisfaction, miscellaneous

advantages and disadvantages, cautions to be observed in the interpretation of data. The psychology of testimony. Biased reports and misinformation, intentional and unintentional.

Friday, 4.15-5.55. RALPH P. GALLAGHER, B.S.
Second Semester.

PSYCH. 123 - 124.—Occupational Opportunities and Placement. (4 points.)

Combined lecture and field visits to employment offices. The lectures will consist of a survey of the development of the free employment office in the United States with special reference to the New York State Employment Service; discussion of the problems arising in the process of placement and some of the solutions to these problems now being used by progressive employment agencies. Visits will be made to different types of employment bureaus in the city.

Thursday, 4.15-5.55. MARGUERITE H. COLEMAN, M.A.
Both Semesters.

PSYCH. 125 - 126.—Industrial Psychology. (4 points.)

This course aims to give a general survey of the field and is supplementary to the course on occupational analysis. It will cover such topics as individual differences, personnel selection, training the worker, motivation; time, motion and fatigue study; advertising and salesmanship.

Saturday, 11.05-12.45. HARRY MCNEILL, Ph.D.
Both Semesters.

PSYCH. 211 - 212.—Clinical Aspects of the Vocational Guidance of College Students. (4 points.)

This is a professional course in the principles of vocational and educational guidance. It will consist of lectures, demonstrations and individual case reports by the members of the group. The subjects will be normal college students. The object of this course is to provide supervised clinical training in psychological methods, supplemented by psychiatric and medical investigations where these are indicated. It will provide objective data for evaluating test results singly and collectively.

Thursday, 4.15-5.55. REV. WALTER G. SUMMERS, S.J., Ph.D.
Both Semesters. THOMAS E. BAMFORD, JR., M.D., Med.Sc.D.
KATHRYN E. SEROTA, M.A.

For additional courses in Applied Psychology, confer Educational Psychology, Statistics, Educational and Intelligence Tests.

PSYCH. 401 - 402.—Departmental Seminar.

Monday, 4.15-5.55. DEPARTMENT STAFF.
Both Semesters.

FORDHAM UNIVERSITY PRESS

PART VII

CATALOGUE
SCHOOL OF LAW

THE
SCHOOL OF LAW
OF
FORDHAM UNIVERSITY

ANNOUNCEMENT, 1935-1936

FORDHAM UNIVERSITY
FORDHAM, NEW YORK, N. Y.

LOCATION OF THE SCHOOL

The School is located on the twenty-eighth floor of the Woolworth Building, in the center of the office district, in the vicinity of the Federal and State Courts, and within a few minutes' walk of the Brooklyn Bridge, the subways, all the Elevated lines, the New Jersey Ferries and the Hudson Tunnels.

A section of the Evening School is conducted also on the University grounds, Fordham Road, New York.

INFORMATION

The office of the Registrar of the Law School in the Woolworth Building, 233 Broadway, New York, is open during every business day of the year. Information regarding the requirements of the School for entrance, for degree and for admission to the bar, may be obtained upon application.

For further information, address

CHARLES P. DAVIS, Registrar

Woolworth Building

New York, N. Y.

THE

SCHOOL OF LAW

OF

FORDHAM UNIVERSITY

NEW YORK

Academic Year 1935-1936

THE FACULTY

VERY REVEREND ALOYSIUS J. HOGAN, S.J., PH.D. . *President*
REVEREND JOHN X. PYNE, S.J.,
Regent and Professor of Jurisprudence
IGNATIUS M. WILKINSON, A.M., LL.B., LL.D.,
Dean and Professor of Law
I. MAURICE WORMSER, A.B., LL.B., LL.D. . . . *Professor of Law*
WALTER B. KENNEDY, A.M., LL.B. . . . . *Professor of Law*
FREDERICK L. KANE, A.M., LL.B., LL.D. . . . *Professor of Law*
JOHN A. BLAKE, A.B., LL.B. . . . . *Professor of Law*
RAYMOND D. O'CONNELL, A.B., LL.B. . . . . *Professor of Law*
EDMOND B. BUTLER, A.M., LL.B. . . . . *Professor of Law*
FRANCIS J. MACINTYRE, A.M., LL.B. . . *Associate Professor of Law*
LLOYD M. HOWELL, A.B., LL.B. . . . *Associate Professor of Law*
JOHN F. X. FINN, A.B., LL.B. . . . . *Associate Professor of Law*
JOHN S. ROBERTS, PH.D., LL.B. . . . *Associate Professor of Law*
ARTHUR A. MCGIVNEY, A.M., LL.B. . . *Associate Professor of Law*
GEORGE W. BACON, A.B., LL.B. . . . *Associate Professor of Law*
EDWARD Q. CARR, A.B., LL.B. . . . *Associate Professor of Law*
EUGENE J. KEEFE, A.B., LL.B. . . . *Associate Professor of Law*
THOMAS F. HENNESSY, PH.D., LL.B. . . . . *Lecturer in Law*
JULIAN A. RONAN, A.M., LL.B. . . . . *Lecturer in Law*
WILLIAM R. MEAGHER, A.B., LL.B. . . . . *Lecturer in Law*
THOMAS E. KERWIN, A.B., LL.B. . . . . *Lecturer in Law*

GEORGE A. BROOKS, A.B., LL.B. . . . . *Lecturer in Law*
VICTOR S. KILKENNY, A.B., LL.B. . . . . *Lecturer in Law*
J. JOSEPH NOBLE, A.B., LL.B. . . . . *Lecturer in Law*
WILLIAM F. WHITMAN, A.B., LL.B. . . . . *Lecturer in Law*
THOMAS L. J. CORCORAN, A.B., LL.B. . . . . *Lecturer in Law*

REVEREND JOSEPH T. KEATING, S.J., *Treasurer*
CHARLES P. DAVIS, *Registrar*
CHARLES H. BENN, *Librarian*

PURPOSE OF THE SCHOOL AND SYSTEM OF INSTRUCTION

The design of the School is to afford a practical and scientific education in the principles of

General Jurisprudence.

The Common and Statute Law of the United States.

The System of Equity Jurisprudence.

Pleading and Civil Procedure at Common Law and under the Practice Acts of New York and New Jersey.

The course for the degree of Bachelor of Laws covers three years in the day divisions and four years in the evening division.

The case system of study is used. Under this method carefully selected collections of cases are employed as the basis of instruction, the object being to teach the student to deduce legal principles from reported cases, to apply these principles to other cases, and so to develop the power of legal analysis and accurate reasoning by the use of actual decisions of the courts.

Although the aim of the School is to train its students so that they may be qualified to practice law in any common law jurisdiction, special care is taken throughout the course to indicate in each subject the peculiarities of the law of New York. Particular attention is called to the following courses, which have special bearing on the New York law:

1. COMMON LAW AND CODE PLEADING.—In this course the principles of common law and code pleading are taught, and the chief similiarities and differences between common law pleading and code pleading (which is in force in New York) are explained.

2. NEW YORK CIVIL PRACTICE.—This courses embraces a thorough study of the New York Civil Practice Act.

A comprehensive course in Analytical Jurisprudence is conducted which gives due consideration to the ethical and historical aspects of the problems with which the philosophy of the law is concerned.

It is believed that the courses of the School are so arranged as to unite a sound training in the fundamental principles of the law with a training in the practical application of these principles to actual legal work.

A course in New Jersey Practice is given throughout the year. This course may be substituted for the New York Practice course by senior students; and, by arrangement with the Registrar, all students may take this course specially, provided there be no conflict with regular courses.

REQUIREMENTS FOR ADMISSION

The School of Law is open to men and women. Applicants for degrees must be at least eighteen years of age upon entering the first year class, must be of good moral character and must present:

1. A certificate of graduation from a University or College approved by the Board of Regents of the University of the State of New York, together with a full transcript of the scholastic record of the applicant; or,

2. A transcript of record showing successful completion of at least two years of college work in a college or university of standing satisfactory to the School of Law, and proof of having obtained a law student qualifying certificate as required by the University of the State of New York and the Rules of the Court of Appeals.

Applicants for admission will be accepted on the basis of their presumptive fitness to pursue the study of law with success as disclosed by their college records, and on the information as to character and fitness contained in the statement required to be filed by all applicants, as well as from such other data as may be available or required.

Any applicant who has attended any other law school and has been required to withdraw therefrom, for deficiency in scholarship, will not be admitted to this School.

It should be noted that the University of the State of New York requires certification to it, on its own forms, of completed high school and college work before its law student qualifying certificate will be issued. Applicants are advised, therefore, to obtain such forms as soon as possible from the Examinations and Inspections Division, State Education Department, Albany, New York, to have same filled out promptly by the educational institution or institutions in

which the applicant pursued his preliminary studies and returned to the same department, to secure said certificate. Otherwise serious delay in obtaining the necessary credentials may ensue. As provided in the Rules of the Court of Appeals, of the State of New York, completion of two full years of college study or the equivalent thereof, in addition to graduation from an approved high school, is necessary for the procurement of the law student certificate.

ADVANCED STANDING

Students complying with the foregoing requirements for admission to the School, who have, in addition, successfully pursued the study of law for one or more academic years, in a law school maintaining standards satisfactory to the School of Law, and duly registered by the University of the State of New York, on submission of a proper certificate showing successful completion of such year or years, and of courses equivalent in time to those completed by the class into which entry is sought, may be admitted to advanced standing. In general, no student will be admitted to advanced standing beyond the second year of the three year curriculum or the third year of the four year curriculum.

NON-MATRICULATED AND SPECIAL STUDENTS

A limited number of persons, having a law student qualifying certificate, issued by the University of the State of New York, but not otherwise qualified for admission as hereinabove set forth, will be accepted as special students, not candidates for a degree, on presenting such evidence as the School may require of their fitness to study law. Generally, such students must be qualified by reason of age and other experience so as not to impede the work of the class. The admission of such students, however, is not encouraged.

The attention of applicants under this classification, who intend to seek admission to the Bar of New York, is called to Rule IV of the Rules of the Court of Appeals for the Admission of Attorneys, which provides that applicants for admission to the bar, who have not received the degree of an accredited law school, must have pursued the study of law for four years as prescribed in said rules.

Arrangements may be made also by students who desire to pursue specially one or more courses at regular lecture hours.

STUDIES REQUIRED FOR DEGREE

The required course for the degree of Bachelor of Laws in the day divisions of the School extends over three academic years, in all of which twelve classroom session hours per week are required. Stu-

dents entering these divisions are expected to be able to devote substantially all of their working time to law study. The required course for the degree of Bachelor of Laws in the evening division of the School extends over four academic years, in the first two of which eight classroom session hours per week and in the last two of which ten classroom session hours per week are required.

The work in the evening division over the four year period thus aggregates the same amount as that required in the day divisions. The class schedules in the evening division are so arranged that the student is not required to attend classes in excess of four evenings every week.

Every candidate for the degree of Bachelor of Laws will be required to take all of the courses prescribed in the several years of the curriculum, except that students may elect either of the Practice courses in the last year.

REGISTRATION

Every applicant for admission to the School must appear in person at the office of the Registrar in the Woolworth Building to fill out the necessary statement and application on the School form, and to file the required credentials.

The Registrar will receive such applications from the third Monday in June until the opening of classes in September.

As the School limits the number in every session and as time is required for consideration of the application as well as usually to procure the necessary credentials and records, early application for admission is desirable.

Students will not be registered under abbreviated or colloquial forms of recognized names. The registered name of the student will be entered on all certificates and degrees of the School, except in case of obvious error, or where the student shall have filed with the School a duly certified copy of an order of a court of competent jurisdiction permitting a change of name, and proof, satisfactory to the School, of compliance with the terms, if any, of such order.

All students already enrolled in the School must register personally at the Registrar's office prior to the commencement of the school year. Students eligible to enter the third year class must appear for this purpose on the Monday preceding the opening of classes between 9 a. m. and 5 p. m. Students eligible to enter the second year class must appear for this purpose on the Wednesday preceding the opening of classes between the same hours.

Any student who fails to appear as above required will not be admitted to classes without the special permission of the Dean.

Matriculation in course is not permitted in the second semester. Special students, however, may register for courses which are conducted during the second semester only.

The School does not conduct any courses during the summer.

DISCIPLINE

The admission, continuance upon the rolls, and graduation of every student is subject always to the full disciplinary power of the School of Law. Furthermore, since a student may be or become undesirable without being subject to disciplinary action, the School reserves the right to require any student to withdraw at any time without cause, and without assigning any reason for such action. In such case an honorable dismissal will be given and a rebate of any tuition fee paid will be made pro rata for the unexpired term.

EXAMINATIONS AND GRADES

Written examinations are held at the end of each semester in all subjects completed therein and as essential parts thereof. Classroom work, so far as practicable, is also a determinant of general standing.

Examinations for all classes will begin at 4 p. m. every day during the examination periods except on Saturdays when they will begin at 2 p. m.

Excessive absences from lectures will bar the student from examination.

Students must present themselves for examination at the examination held immediately upon completion of every subject unless excused by the Dean. Omission to do so will constitute a failure of such examination by the student.

The standing of students will be indicated by the letters A, B, C, D and F, signifying Excellent, Good, Fair, Poor and Failure respectively. A paper of exceptional merit will be marked A+.

A grade of D or better constitutes a passing mark in any subject.

To continue in good scholastic standing, however, a student must maintain a weighted average grade of at least C in every scholastic year. Any student who fails to do so will not be permitted to continue in the School or to be a candidate for a degree.

In case a student is permitted to defer an examination, he must take the next examination given in the subject. In the meantime, if on the examinations taken by him his weighted average is at least C, he may be allowed to continue conditionally in the School, subject to his maintaining at least said weighted average grade when the deferred examination is taken. If on the examinations taken by him his weighted average grade is less than C, he will be excluded from the School unless and until on taking the deferred examination his weighted average grade is brought up to at least C.

Failed or omitted examinations aggregating two major courses or the equivalent thereof will constitute a failed year irrespective of the weighted average grade obtained by the student. In such case the student will not be permitted to take any re-examination in the failed subjects or to continue in the School or to be a candidate for degree.

Failed or omitted examinations aggregating less than two major courses may be retaken at the next regular examinations only, except in the case of subjects in the final year of the course in which conditioned examinations are held on the five days immediately following Labor Day. If again failed or omitted, the student will be required to repeat the subject.

Any student who fails to pass or omits to take the first examination offered in a course required to be repeated as aforesaid will not be allowed to take any further examination therein, or to continue in the School or to be a candidate for degree.

Where the content of a course, in which a student has a failed or deferred examination to take, has changed prior to giving the examination which the student takes therein, the student will be required to prepare himself on the altered content of the course. Should the course be omitted so that no examination is given thereafter in the same, the student may be required to take an additional course and to pass an examination therein in lieu of the omitted course.

No day student will be permitted to enter the third year class with any failed first year course outstanding against him; no evening student will be permitted to enter the fourth year class with any failed first or second year course outstanding against him.

LAW LIBRARY

The library is located on the Broadway front of our quarters, with steady natural light by day, and the most modern system of shaded artificial light for evening work.

The location of the space, on the twenty-eighth floor, looking east, with an unbroken view for many miles, and with quiet assured by the height above the street and the solid walls separating the library from the other rooms, all contribute to its attractiveness.

The library is open on week-days throughout the School year to the students of the School of Law and its alumni from 9.00 a. m. to 11.00 p. m. except on Saturdays when it is open from 9.00 a. m. to 6.00 p. m. During the summer vacation period the library is open daily, except Sunday, from 9.00 a. m. to 5.00 p. m.

A library for the use of the University section of the Evening Division is maintained in the Library Building on the University grounds. Students in this section have the privilege also of using the library in the Woolworth Building.

A course of lectures on the use of law books and research work in law is conducted by a member of the faculty, the aim of which is to give the students correct methods in legal research and practice in applying the same to the solution of legal problems.

LAW CLUBS

The law clubs are voluntary organizations of students, functioning under a faculty director. They aim to give the members experience in the preparation of pleadings, cases and briefs for trial, the trial of cases, argument of appeals and some practice in the preparation of legal documents such as contracts, conveyances and wills. An endeavor is made to interest the first year students in the work, which is organized in groups in every year shortly after the beginning of the scholastic year and continues thereafter through both semesters.

THE LAW REVIEW

THE FORDHAM LAW REVIEW is published once in every quarter during the school year from October to June by a board of student editors chosen principally on the basis of their scholarship. Every issue contains articles on legal subjects by members of the bar and law teachers, notes on recent decisions and legislation prepared by the board of student editors or occasionally by a member of the School and reviews of recent books dealing with legal subjects. The publication of the review and its use in various courses is considered a part of the general educational program of the School.

PRIZES

In every class the student attaining the highest average in recitations and examinations throughout the year will be awarded a prize of fifty dollars ($50.00).

A prize, known as the Chapin Prize, consisting of the income of the sum of two thousand dollars ($2,000), established by the will of Mrs. Mary Knox Chapin, widow of Professor H. Gerald Chapin, who for many years and until his death was a member of the faculty of the School, is awarded annually to that graduate of the School who has attained the highest average in his studies throughout the full course at the School.

ADMISSION TO THE NEW YORK BAR

The New York State Bar Examinations are open at once to all graduates of the School who are citizens of the United States and for six months actual residents of this State.

Under the amended rules of the Court of Appeals of New York, effective June 1, 1933, candidates passing the bar examination who hold college degrees approved by the State Education Department, are eligible for admission to practice upon satisfying the requirements of the proper Committee on Character and Fitness. In the case of those who do not hold such degrees, service of a regular clerkship for a period of one year in the office or under the immediate supervision, direction or advice of a duly registered attorney admitted to practice, or an additional year of attendance upon and successful completion of a prescribed graduate course of instruction at an approved law school is required.

COMMENCEMENT

The Annual Commencement of the School of Law will be held at Fordham on Tuesday, June 11, 1935.

ACADEMIC YEAR

The first term of the academic year 1935-1936 will begin on Monday, September 23, 1935, and end on Friday, January 31, 1936. The second term will begin on Monday, February 3, 1936, and end on Tuesday, June 9, 1936. Classes will not be held on any legal holiday, the Friday following Thanksgiving Day, All Saints' Day, the Feast of the Immaculate Conception and Ascension Day.

The Christmas recess will begin after the close of lectures on Friday, December 20, 1935, and classes will be resumed on Thursday, January 2, 1936; the Easter recess will begin after the close of lectures on Wednesday, April 8, 1936, and classes will be resumed on Tuesday, April 14, 1936.

FEES

The following fees are payable:

Matriculation fee $10.00
Due upon acceptance of application for registration.

University fee (which includes a subscription to THE LAW REVIEW) $12.00
Due upon the first day of every academic year from all students.

Tuition fee, per annum, in all classes except the first and second year classes in the evening division $200.00

Tuition fee, per annum, in the first and second year classes in the evening division (8 hours) $135.00

N.B.—The tuition will be $170.00 per annum in the third and fourth years (10 hours each), respectively in the evening school.

For students entering the School, one-quarter of this amount is due upon acceptance of application for registration, one-quarter upon the first day of the academic year, and the balance on February 1, following. For all other students, tuition is due one-half upon the first day of the academic year and the balance on February 1, following.

Graduation fee $20.00
Due at beginning of final examinations.

Conditioned examination fee $10.00
Due before taking any failed or omitted examination.

The right is reserved by the School to alter the above schedule of fees at any time without notice.

No degree is granted or certificate of attendance issued to any student who has not paid all fees due from him to the School.

No student who is in default more than two weeks in the payment of any fee will be permitted to attend lectures or to take any examination during the continuance of such default.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the School. Where illness, physical disability or other extraordinary circumstance requires a student to leave, he may file with the School a written statement of the causes of such withdrawal. Thereupon the School will take under consideration the equities of the case; but in no event will any fee paid upon acceptance of application for registration be returned.

LIVING ACCOMMODATIONS

The School does not maintain a boarding department, but information as to where board and rooms can be obtained will be furnished on application.

HOURS OF INSTRUCTION

The School has three divisions, morning, afternoon and evening.

The course in the morning and afternoon divisions covers a period of three years.

The course in the evening division covers a period of four years, in which the aggregate number of year hours of work is the same as that required in the day divisions.

Once registered in a given division or section of the School, a student may not transfer, at any time, to any other division or section.

Morning School.—Classes will be held on every week-day, except Saturday, commencing at 9.30 o'clock.

Afternoon School.—Classes will be held on every week-day, except Saturday, commencing at 2.30 o'clock.

Evening School.—In the present third year classes will be held in the evening of every week-day except Saturday, commencing at 6 o'clock in the Woolworth Building, and at 6.30 o'clock on the University grounds.

In the first and second year classes will be held in the evening of every week-day except Wednesday and Saturday, commencing at 6 o'clock in the Woolworth Building, and at 6.30 o'clock on the University grounds.

Class hours are subject to change at the discretion of the faculty.

The schedule may be consulted for the order of lectures.

COURSE OF STUDIES

Subject to change at the discretion of the faculty.

FIRST YEAR — DAY DIVISIONS

AGENCY. Professor Blake. Two hours a week, second half-year. *Mechem's Cases on Agency* (2d Ed.).

CONTRACTS. Professor Wormser and Associate Professor Bacon. Four hours a week, first half-year; two hours a week, second half-year. *Keener's Cases on Contracts;* Revised Third Edition by Wormser and Finn.

CRIMINAL LAW AND PROCEDURE. Associate Professor Bacon. Two hours a week, second half-year. *Beale's Cases on Criminal Law* (4th Ed.).

DOMESTIC RELATIONS. Professor Kane. Two hours a week, first half-year. *Kane's Cases on Domestic Relations.*

JURISPRUDENCE. The Rev. John X. Pyne, S.J. Lectures, two hours a week, second half-year. *Jurisprudence,* Salmond (8th Ed.).

PLEADING. Associate Professor Bacon and Associate Professor Keefe. Two hours a week, first half-year. *Lloyd's Cases on Pleading. Morgan's Introduction to the Study of Law.*

PROPERTY, PERSONAL AND REAL. Professor Kennedy. Two hours a week. *Kennedy's Cases on Personal Property* (2d Ed., 1932); *Blake's Cases on Real Property.*

TORTS. Associate Professor McGivney and Mr. Corcoran. Two hours a week. *Wilson's Cases on Torts.*

FIRST YEAR — EVENING DIVISION

CONTRACTS. Associate Professor Finn and Mr. Whitman. Two hours a week, first half-year, four hours a week, second half-year. *Keener's Cases on Contracts;* Revised Third Edition by Wormser and Finn.

PLEADING. Associate Professor Bacon and Associate Professor Keefe. Two hours a week, first half-year. *Lloyd's Cases on Pleading. Morgan's Introduction to the Study of Law.*

PROPERTY, PERSONAL AND REAL. Professor Blake and Professor Butler. Two hours a week. *Kennedy's Cases on Personal Property* (2d Ed., 1932); *Blake's Cases on Real Property.*

TORTS. Associate Professor McGivney and Mr. Noble. Two hours a week. *Wilson's Cases on Torts.*

SECOND YEAR — DAY DIVISIONS

BILLS AND NOTES. Mr. Noble and Mr. Corcoran. Two hours a week, first half-year. *Smith and Moore's Cases on Bills and Notes* (3d Ed.).

CORPORATIONS. Professor Wormser and Associate Professor Carr. Two hours a week, second half-year. *Canfield and Wormser's Cases on Private Corporations* (3d Ed.).

CREDITOR'S RIGHTS. Associate Professor Keefe. Two hours a week, second half-year. *Hanna's Cases on Creditor's Rights* (2d Ed.).

DAMAGES. Associate Professor Howell and Professor O'Connell. Two hours a week, first half-year. *Crane's Cases on Damages.*

EQUITY. Professor Wilkinson and Professor O'Connell. Two hours a week. *Ames's Cases on Equity Jurisdiction,* vol. 1.

EVIDENCE. Professor Wilkinson. Two hours a week. *Loughran and Robert's Cases on Evidence.*

REAL PROPERTY. Professor Blake. Two hours a week, first half-year. *Warren's Cases on Conveyances.*

SALES. Professor Kane and Associate Professor Bacon. Two hours a week. *Woodward's Cases on Sales* (3d Ed.).

WILLS. Professor Blake. Two hours a week, second half-year. *Costigan's Cases on Wills* (2d Ed.).

SECOND YEAR — EVENING DIVISION

AGENCY. Associate Professor Roberts and Associate Professor Keefe. Two hours a week, second half-year. *Mechem's Cases on Agency* (2d Ed.).

BILLS AND NOTES. Mr. Kerwin and Mr. Corcoran. Two hours a week, first half-year. *Smith and Moore's Cases on Bills and Notes* (3d Ed.).

CRIMINAL LAW AND PROCEDURE. Associate Professor Bacon. Two hours a week, second half-year. *Beale's Cases on Criminal Law* (4th Ed.).

DOMESTIC RELATIONS. Professor O'Connell and Associate Professor Keefe. Two hours a week, first half-year. *Kane's Cases on Domestic Relations.*

EQUITY. Associate Professor McGivney and Mr. Hennessy. Two hours a week. *Ames's Cases on Equity Jurisdiction,* vol. 1.

REAL PROPERTY. Associate Professor Roberts and Associate Professor Keefe. Two hours a week, first half-year. *Warren's Cases on Conveyances.*

WILLS. Professor Wormser and Associate Professor Bacon. Two hours a week, second half-year. *Costigan's Cases on Wills* (2d Ed.).

THIRD YEAR

CONFLICT OF LAWS. Professor Kennedy, Associate Professor MacIntyre and Mr. Meagher. Two hours a week, second half-year. *Beale's Cases on Conflict of Laws* (2d Ed.).

CONSTITUTIONAL LAW. Professor Kennedy and Mr. Meagher. Two hours a week, first half-year. *Long's Cases on Constitutional Law.*

EQUITY. Associate Professor Carr, Associate Professor Keefe and Mr. Meagher. Two hours a week, first half-year. *Ames's Cases on Equity Jurisdiction,* vols. 1 and 2.

INSURANCE. Professor O'Connell and Associate Professor Howell. Two hours a week, second half-year. *Woodruff's Cases on Insurance* (2d Ed.).

MORTGAGES. Professor Wormser, Mr. Hennessy and Mr. Ronan. Two hours a week, first half-year. *Wormser's Cases on Mortgages.*

NEW JERSEY PRACTICE COURSE. Mr. Kilkenny. Two hours a week.

NEW YORK CIVIL PRACTICE ACT. Associate Professor Finn and Associate Professor Carr. Two hours a week. Carmody's *New York Practice* (Students' Edition, 1934), and Carr and Finn's *Compact Manual of New York Civil Practice* (1933).

PARTNERSHIP. Professor Blake, Associate Professor Howell and Mr. Ronan. Two hours a week, first half-year. *Crane and Magruder's Cases on Partnership.* (Shorter Selection.)

QUASI CONTRACTS. Professor Kennedy, Associate Professor Keefe and Mr. Ronan. Two hours a week, second half-year. *Thurston's Cases on Quasi Contracts.*

SURETYSHIP. Professor Kane and Mr. Kerwin. Two hours a week, second half-year. *Ames's Cases on Suretyship.*

TRUSTS. Professor Butler and Associate Professor McGivney. Two hours a week. *Butler's Cases on Trusts* (2d Ed.).

The Degree of BACHELOR OF LAWS was conferred upon students of the Class of 1934 as follows:

Abrams, Isaac M.
Adams, Irving W.
Adinolfi, Andrew A., A.B.
Amster, Harold F., A.B.
Amster, Louis E., A.B.
Anslewitz, Belle, A.B.
Axler, Louis
Barber, Richard J., A.B.
Barry, W. Wallace
Bashein, Meyer D., B.S.
Beardsley, Randolph H., A.B.
Beeken, Valdemar
Bensel, Charles E., A.B.
Bill, Edmund G., A.B.
Bonom, Samuel
Boxer, Herman
Boxer, Samuel
Boyens, Edward E.
Breidbord, Rubin, B.S.
Britton, Frederick J., A.B.
Brock, Henry J.
Broderick, John R., B.S.
Buchsbaum, Milton, B.S. in S.S.
Bungniazet, Joseph G., A.B.
Burgh, George M., B.S. (*cum laude*)
Burke, Richard H., Jr.
Burke, Richard J., A.B.
Camps, Vivienne M., A.B.
Carito, Henry J.
Cartenuto, David J., A.B.
Cassidy, Bernard J., A.B.
Cassidy, Helen R., A.B.
Cavanaugh, Joseph I.
Cawley, John P., A.B.
Chambers, James J., A.B.
Choper, Emanuel, A.B.
Ciolko, William J., A.B.
Clark, George T.
Clark, Horace P., B.S. in Com.
Cohalan, John P., Jr., A.B.
Cohen, Charles M.
Colavita, Henry J., B.S.
Commette, Albert S., A.B.
Condon, Raymond F., B.S.
Connell, Maurice A.
Conroy, Joseph J., B.S.
Contento, Edmund A., A.B.
Craig, Charles J., Jr., B.S.
Crausman, Morris A., B.S. in C.E.
Cullinan, Thomas P., A.B.
Curley, John A., A.B.
Curran, Robert T., A.B.
Curtin, Thomas P., A.B.
Cusker, Eugene R., B.S.
Cutbill, Carlton S., A.B.
Dart, Donald DeAlton
Davidson, Warren S., Ph.B.
Dean, Raymond J., B.S.
DeHart, Joseph M., A.B.
Delaney, Thomas F., A.B.
Desposito, Alfred E.
Diamond, John L.
Dirosse, Carmin J., A.B.
diStasio, Nicholas L., A.B.
Diviney, William P., A.B.
Donahue, Eugene J., Jr., M.E.
Dorn, Leonard, A.B.
Dudgeon, Robert S., B.S.
Dunn, Francis X., A.B.
Dunn, James F.
Dwyer, James A.
Early, Thomas J., A.B.
Eidelberg, Henry W., B.S.
Eisen, Solomon S., B.S.
Englander, Herman
Etkin, George, A.B., (*cum laude*)
Faber, Herbert H., B.S.
Falls, John A., B.S.
Farley, Thomas P., A.B.
Farrar, G. Trevor, B.S. in S.S.
Farrell, Edmund C.
Fasoli, John M., A.B.
Faulkner, John F., A.B.
Fennelly, Joseph, Jr., A.B.
Feuerstein, Sidney M., B.S.
Field, Harry D., B.S.
Fiore, Michael J., A.B.
Flood, Arthur E., A.B.
Flood, Ivan S., B.S.

Flynn, James
Foley, John E., A.B.
Fountain, John D., A.B.
Francfort, Alfred J.
Freedman, Bernard J., B.S.
Friedlander, Abraham
Gallagher, John A., B.S.
Gallagher, William F.
Garofalo, Anthony A., Ph.B.
Geraghty, Richard P., B.S.
Ginsberg, Arnold T., A.B.
Glasheen, William S., A.B.
Glasser, John S.
Gold, Harold, B.S.
Gold, Philip L.
Goldberg, Irwin, B.S.
Goldfarb, Joseph, A.B.
Golub, Irving
Goodman, Jacob, A.M.
Gore, Bernard
Gottlieb, Julian H.
Grippa, Emma A.
Gross, Albert M.
Harrington, John A., A.B.
Harrison, Donald C., B.S.
Hart, Loney W.
Heftler, George, A.B.
Herzfeld, Leonard L.
Hewitt, Charles L., A.B.
Hinds, William F.
Hore, Alphonsus S.
Horgan, Raymond J., A.B.
Hunter, Thomas J., A.B.
Hurley, Victor C., B.S.
Ioppolo, Cono J.
Isseks, Irving
Jankowitz, Sol L., B.S. in S.S.
Jasie, Lawrence, A.B.
Johnson, Nelson J., A.B.
Jones, Walter L., A.B.
Kaplan, David M., A.B.
Kaschewski, Karl A.,
Ph.B. in For. Com.
Kavenoff, Max, A.B.
Kavowitz, Milton K.,
B.S. in Bus. Admin.
Keen, Gordon E., B.S.
Kellogg, Franklin B., A.B.
Kelly, John J.
Kelly, Thomas V.
Kiernan, Henry J., A.B.
Kiernan, Thomas J., A.B.
Knowles, Thomas P.
Korn, Philip
Kronman, Hilda A.
Krug, Charles F., Jr., A.B.
Labate, Joseph V., A.B.
Ladd, Charles C.,
B.S. in Ch. Eng.
Landau, Hyman, A.B.
Lane, John, A.B.
Laveglia, Carmine R.
Laviano, Theodore
Lawless, Francis A., Jr., A.B.
Lawrence, Howard A., A.B.
Lee, Joseph F., B.S.
Lehman, Frederick S.
Lenczycki, Joseph A.
Leonard, Albert J., B.S. in Eng.
Leskes, Theodore, B.S.
(*cum laude*)
Leventhal, Charles M.
Livoti, Frank J., B.S.
Lombardi, Joseph P., A.B.
Look, Allen MacM., A.B.
Lorfanfant, Ernest P.
Lucey, Lawrence J., B.S.
Lynch, James P., A.B.
McCabe, James F.
McCarthy, Robert J., A.B.
McCarthy, Thomas A., A.B.
McCue, William O., A.B.
McDonald, Alexander R., A.B.
McGowan, Thomas B., Jr., A.B.
McGrath, Edward J., A.B.
McGrath, Francis A.
McGuire, John J., Jr., A.B.
McLaughlin, Leo V., A.B.
McLean, Roger T., A.B.
Madigan, John T., A.B.
Maher, Pierce M., Jr., B.S.
Maley, John F., A.B.
Malone, Thomas J.
Mancuso, Santa N.
Marchitto, Dominick J., B.S.
Marro, Charles J., A.B.
Martin, John C.
Maurice, Gaston
Meade, Edward J., B.S.
Meagher, Niall O.
Mella, John A., A.B.
Melniker, Benjamin

Mendelson, Leon, A.B.
Meyer, Robert J.
Millea, James S., A.B.
Mino, Raymond
Monahan, James J., B.S.
Monness, Gilbert, A.B.
Monroe, Stuart A.,
B.S. in Bus. Admin.
Moore, Francis C., B.S.
Morley, William B., B.S.
Mount, Victor G.
Muccigrosso, Gerard J., A.B.
Muller, Robert O., B.S.
Munson, John N.
Murphy, Daniel P., A.B.
Murtha, Thomas J., A.B.
Murray, Desmond R., A.B.
Murray, William F., A.B.
Needham, William A., Jr., A.B.
Newmark, Howard J., Ph.B.
Nichols, Fred P.
Nicolais, Mario D.
Nielsen, Charles F., B.S.
Nye, Jane S., A.B.
O'Connell, Joseph R., A.B.
O'Connor, James C., A.B.
O'Connor, James P., A.B.
O'Donahue, Joseph M., A.B.
O'Donnell, William F., A.B.
O'Haire, Hugh A.
O'Neill, Eugene T., A.B.
O'Rourke, Hugh J.
O'Sullivan, Mortimer P., A.B.
Paris, George L., A.B.
Perlin, Alexander H., B.S.
Petluck, Robert F., B.S. in S.S.
Petschek, Walter J., B.S.
Pickard, Robert M., A.B.
Plunkett, William F., Jr.
Pryor, John F., A.B.
Purcell, William F., A.B.
Rafferty, Andrew J., A.B.
Raftery, Cornelius R., A.B.
Rattigan, Thomas
Reilly, Edward J., A.B.
Retter, Milton
Riley, Eitel W., A.B.
Robinson, Thomas J., A.B.
Rogers, Nicholas J., A.B.
Rohan, Francis P., A.B.
Ross, John J., A.B.
Roth, Leon A.
Rothstein, Norman
Rutenberg, John W. M., A.B.
Ryan, Edward F., B.S.
Ryan, John J.
Ryan, John J., B.S.
Sanchez, Eugenio, A.B.
Salottolo, Leon D.
Schilling, Carl F.
Schipa, Ralph P., A.B.
Schmidt, Roy J., A.B.
Scholze, George A., A.B.
Serles, Frank R., Jr., A.B.
Sheinberg, Milton
Sheinberg, Monroe R.
Sheridan, H. Trenor
Silk, Edwin F. X., A.B.
Silliere, Edward A., A.B.
Simonson, Paul J., A.B.
Smith, Lawrence D., A.B.
Snyder, Reginald J., E.E.
Spellman, Damian J., A.B.
Starace, Paul F.
Strom, Samuel, A.B.
Stuart, John T., B.S. in Econ.
Sullivan, Daniel A.
Sullivan, Francis J., A.B.
Sullivan, Francis J., Jr., A.B.
Sullivan, William E.
Tannenbaum, Albert H., A.B.
Thomas, Emile G.
Tirico, Arthur L., A.B.
Toporoff, Carl, A.B.
Tuohy, Albert J., A.B.
VanAlen, Francis P., A.B.
Vassallo, Armando J., A.B.
Viggiano, Prospero V., A.B.
Vogel, Leon, A.B.
Vogel, Robert J., Jr., B.S.
Volkening, Henry T., A.B.
Walker, Francis X., A.B.
Walsh, Joseph A., A.B.
Wein, George H., A.B.
Weiner, Sigmund E., A.B.
Weinig, Margaret M., A.M.
Weir, William G., A.B.
Weissler, Jacques P., B.S. in S.S.
Whalen, William L., A.B.
Yates, T. Gordon, B.S.
Yore, Gerard A., A.B.
Youngstein, Max E.
Zap, David, A.B.
Zboyan, Stephen, B.S.
Zelenka, Joseph R.
Zubawicz, Stanley P., B.S.

The Honors of the Graduating Class were awarded to:

RICHARD J. BURKE, A.B. . . . . MORNING DIVISION
GEORGE M. BURGH, B.S. . . . . AFTERNOON DIVISION
THEODORE LESKES, B.S. . . . . EVENING DIVISION*
GEORGE ETKIN, A.B. . . . . EVENING DIVISION†

The Chapin Prize was awarded to:

THEODORE LESKES, B.S.

The Prizes for the Highest Standing (1933-1934) were awarded as follows:

Third Year Class	Morning	RICHARD J. BURKE, A.B.
Third Year Class	Afternoon	ALEXANDER H. PERLIN, B.S.
Third Year Class	Evening*	THEODORE LESKES, B.S.
Third Year Class	Evening†	GEORGE ETKIN, A.B.
Second Year Class	Morning	ST. ELMO FERRARA, A.B.
Second Year Class	Afternoon	ALBERT B. CASPERS, B.S.
Second Year Class	Evening*	SAMUEL J. WORMS, A.B.
Second Year Class	Evening†	DAVID REICH, A.B.
First Year Class	Morning	EDWARD J. FRIEDMAN, A.B.
First Year Class	Afternoon	MILDRED E. FISCHER, A.M.
First Year Class	Evening*	ANNA N. MANN, A.B.
First Year Class	Evening†	HERBERT JUNGBERG, B.B.A.

* Manhattan Section. † Bronx Section.

REGISTER OF STUDENTS, 1934-1935

THIRD YEAR—MORNING CLASS

Baade, William J., Jr., A.B.
(Fordham University)
Barist, Irving
Baxter, Gordon A., A.B.
(Fordham University)
Bergen, John W.
Bernstein, Louis, B.S.
(Fordham University)
Bock, Mark R.
Call, Harvey A.
Cassotta, Albert N.
Cibelli, Francis E., B.S.
(Fordham University)
Cicato, Joseph M.
Clancey, John J., Jr.
Clemente, Louis R.
Colkin, Lawrence E., A.B.
(Fordham University)
Coman, John B., A.B.
(Fordham University)
Corner, Edward S., A.B.
(Bucknell University)
Cosgrove, James F.
Crant, Henry H.
Crowley, Patrick J. B., A.B.
(Fordham University)
D'Alvia, Carmine R.
Davis, Nathan, A.B.
(College of the City of New York)
De Lisi, Frank A., A.B.
(Rutgers University)
Di Pasquale, Attilio, B.S., in S.S.
(College of the City of New York)
Dorfman, Nathan
Dorn, Francis E., A.B.
(Fordham University)
Du Pont, Lawrence E.
Fidelman, Abe I., B.C.S.
(Temple University)
Fishman, Arthur A.
Fitzpatrick, George L.
Fitzpatrick, Joseph F.
Fleming, Martin T., A.B.
(Fordham University)
Foley, Hubert H., A.B.
(Georgetown University)
Garofalo, Nicholas J., A.B.
(St. John's College, Brooklyn)
George, Albert R., Jr., A.B.
(College of the City of New York)
Goldberg, Pincus
Goldenberg, Sidney
Goldman, Robert F.
Gould, Allison A., A.B.
(Dartmouth College)
Gross, Edward V., A.B.
(Hamilton College)
Gross, Kelland F., A.B.
(Hamilton College)
Hanrahan, George M., A.B.
(Manhattan College)
Hessen, Jules L.
Hurley, Thomas M., A.B.
(Fordham University)
Iorio, Viola B.
Kaplan, Herman A.
Kelly, James J., A.B.
(Fordham University)
Kennedy, Raphael R.
Kramer, Benjamin M.
Kuittinen, George A.
Lalanne, Charles E.
Leaf, George W.
Licari, Roy N.
Lomauro, Rosario F., A.B.
(Fordham University)
Lowenthal, Milton, B.S.
(Fordham University)
McCormack, William J.
McDonald, Rufus D., A.B.
(Mount Union College)
McGann, John P., A.B.
(Fordham University)
McGarry, Frank M.
McNally, Horace V., A.B.
(Fordham University)
Maher, Thomas F., A.B.
(Fordham University)
Manashaw, Donald G., A.B.
(College of the City of New York)
Mandel, Morris E., A.B.
(Bucknell University)
Markey, Edward C., A.B.
(Fordham University)
Mautone, Alfred J.
Murphy, Vincent J.
Nadelberg, Alexander, B.S. in S.S.
(College of the City of New York)
O'Connell, James P., B.S.
(Fordham University)
Perles, Jerome A.
Potter, Bernard F.

Ring, Thomas F., A.B.
(Fordham University)
Ritzel, Richard S., A.B.
(College of the Holy Cross)
Robinson, Joseph S.
Sardo, Alexander S.
Sayers, Henry S., Jr., A.B.
(Fordham University)
Schlussel, Nathan R.
Sehr, Douglas P., A.B.
(Fordham University)
Smith, Edward J., A.B.
(Seton Hall College)
Smith, Harry I.
Steinberg, Edward I.
Streit, Max
Tillinghast, William J.
Tobin, John E., A.B.
(Georgetown University)
Williams, Fred A.
Young, Bernard L., Jr.
Ziff, Herbert

THIRD YEAR—AFTERNOON CLASS

Albert, John A., A.B.
(Hamilton College)
Barnett, Frank, M.S. in Ed.
(College of the City of New York)
Bergen, Arthur C., A.B.
(University of Notre Dome)
Blumenkopf, Manuel, B.S.
(University of Virginia)
Bondi, Charles A., A.B.
(St. John's College, Brooklyn)
Burke, John A., A.B.
(College of the Holy Cross)
Byrne, John J., B.S.
(Fordhom University)
Caputo, Philip J.
Caspers, Albert B., B.S.
(Fordham University)
Cohalan, Denis O'L., A.B.
(Manhattan College)
DeSantis, Louis V., A.B.
(Cotholic University)
Duffy, Elizabeth M.
Ferrara, St. Elmo, A.B.
(Rutgers University)
Fletcher, Harry G., Jr., A.B.
(Fordham University)
Garofalo, George J., A.B.
(Cotholic University)
Haken, Herman
Hogan, Gerald G., Ph.B.
(Brown University)
Horrigan, William J.
Jackson, Sidney R., A.B.
(Yale University)
Kenny, Edward T., A.B.
(Fordham University)
Kilkenny, Raymond J., A.B.
(Seton Holl College)
Klein, John J., M.E.
(Stevens Institute of Technology)
Londergan, John M.
McCormick, John P., A.B.
(Manhatton College)
McGowan, Alfred A., A.B.
(Fordhom University)
McKean, Gordon W., B.B.A.
(College of the City of New York)
McKeever, Christopher K., A.B.
(Fordham University)
McMahon, James P.
Madeo, Lucius D., A.B.
(Georgetown University)
Marion, Edwin L., Jr., Litt.B.
(Rutgers University)
Minifie, Charles J., A.B.
(Fordhom University)
Murphy, Gerald H., Jr., B.S.
(Fordham University)
Musoff, Aaron B., A.B.
(Long Island University)
Padula, Leonard A.
Pohl, Frank J., A.B.
(St. Francis' College, Brooklyn)
Reilly, Chester A.
Reilly, John W.
Ronner, Walter V., Jr.
Russell, Joseph T.
Russo, Vincent J.
Schleimer, Bertram
Schwartz, Max
Schwortz, Ernest
Scuderi, Alfred C., A.B.
(Cotholic University)
Smith, Cornelia C., A.B.
(College of Mt. St. Vincent)
Strunsky, Isadora
Tracey, Martin J., A.B.
(Fordham University)
Waldie, James F., A.B.
(Fordham University)
Walsh, Thomas F., Jr.
Waltemade, Wilfred A.
Waxberg, Stanley D.
Weinstein, Julius I.
White, John E.

THIRD YEAR—EVENING CLASS

Bronx Section

Ames, Arthur E.
Benko, Max, B.B.A.
(College of the City of New York)
Bohan, James F., A.B.
(Fordham University)
Bruns, Richard R.
Burger, Henry J., A.B.
(Randolph Macon College)
Clancy, Charles B.
Connors, Edward T., B.S. in E.E.
(Catholic University)
Cotter, James F.
Craugh, Joseph P., A.B.
(College of the Holy Cross)
Crisp, Gregory T.
Del Vecchio, Albert E., B.S.
(Fordham University)
Di Giammarco, John, A.B.
(Fordham University)
Doherty, James J.
Dormont, Eli, A.B.
(College of the City of New York)
Dryer, George F., Jr.
Eben, Lambert L., Jr., B.S.
(New York University)
Farley, Eustace J., B.S.
(Fordham University)
Flynn, William A., Jr., A.B.
(Fordham University)
Fraino, Anthony J., A.B.
(University of Notre Dame)
Freaney, James E., A.B.
(Fordham University)
Garvey, Joseph P., B.S.
(Fordham University)
Gasparini, Francis J.
Gavan, John P., A.B.
(Fordham University)
Giblin, Joseph M., B.S.
(Fordham University)
Giordano, Michael P., B.S.
(Manhattan College)
Gordon, John J., A.B.
(Manhattan College)
Greenstein, Martin, B.S. in S.S.
(College of the City of New York)
Greif, David D.
Halprin, Edward J., B.S. in S.S.
(College of the City of New York)
Horowitz, Harry, B.B.A.
(College of the City of New York)
Huber, Frederic K., A.B.
(Princeton University)
Hurley, Raymond T., A.B.
(Fordham University)
Jaffe, Irving, B.S.
(College of the City of New York)
Kirwan, Edward E., A.B.
(Manhattan College)
Krazinski, Leo C., E.E.
(Lehigh University)
Levy, Louis, B.S. in S.S.
(College of the City of New York)
Loughran, Arthur P., A.B.
(Fordham University)
Lucey, Stuart C., A.B.
(New York University)
McCarthy, Maurice J., Jr., A.B.
(Fordham University)
McGlynn, Edward J., A.B.
(Fordham University)
Madden, Harold A., A.B.
(Manhattan College)
Mahon, James J., A.B.
(Fordham University)
Marrin, Wilfrid E., Jr., A.B.
(Fordham University)
Mulligan, George M., Jr., A.B.
(Fordham University)
Nayor, Leonard J., B.S.
(New York University)
O'Connell, Bernard J., A.B.
(Fordham University)
O'Neill, Cornelius E., A.B.
(Fordham University)
Poynton, George J., A.B.
(Fordham University)
Reich, David, A.B.
(College of the City of New York)
Riordan, Dennis F., A.B.
(Fordham University)
Robb, William A., Jr.
Rooney, William J.
Rosenthal, Howard J.
Rothstein, Harry S., A.B.
(College of the City of New York)
Russo, Lucio F.
Santospirito, Benedict J.
Schleien, Herman
Schneider, Raymond J.
Schreiber, Abner
Shron, Louis

Smith, Abraham, B.S. in S.S.
(College of the City of New York)
Thayer, Stephen P., A.B.
(Columbia University)
Toriello, Albert F.
Walsh, Eugene P., B.S. in Bus.
(Manhattan College)
Walsh, James A., A.B.
(Fordham University)
Whalen, John B., A.B.
(Yale University)
Williamson, Lindsay
Ziehnert, Walter L., B.S.
(Fordham University)

THIRD YEAR—EVENING CLASS

Manhattan Section

Appelman, Julius, B.S.
(Fordham University)
Austin, Samuel Y., Jr., C.E.
(Cornell University)
Bakewell, Joseph J., A.B.
(Fordham University)
Barry, John F.
Bauer, Dale A.
(Graduate U. S. Naval Academy)
Behrens, Edward J.
Bernfeld, Joseph H.
Block, Frederick H., A.B.
(Columbia University)
Bracken, Joseph L., Jr., A.B.
(College of the Holy Cross)
Brady, Joseph B.
Briard, Kenneth L., B.S.
(Fordham University)
Brounstein, Martin, B.S. in S.S.
(College of the City of New York)
Canzoneri, Ignatius J.
Carr, William J., A.B.
(Fordham University)
Carroll, Robert A., A.B.
(St. Thomas' College)
Casey, John T.
Cass, Beatrice K.
Cassidy, John E.,
B.S. in Eng. Admin.
(Massachusetts Institute of Technology)
Christie, James B., B.S.
(University of California)
Colello, Emil
Coleman, John G., A.B.
(Princeton University)
Creegan, John B., B.S.
(Fordham University)
Dancik, Abraham, B.S.
(Fordham University)
Davidson, Joseph J.
Dierson, Frank T., A.B.
(Fordham University)
Director, Nathan
Diskin, Raymond J., A.B.
(Fordham University)
Dunn, Arthur T.
Dunne, John J.
Dwyer, Edward R., A.B.
(Dartmouth College)
Fagan, Thomas E., A.B.
(Mount St. Mary's College)
Farrell, D. Harmon, A.B.
(Fordham University)
Feldman, Hyman
Fenn, William M., A.B.
(Yale University)
Finn, John S.
Fisher, David, B.S.
(Fordham University)
Frank, Charles L., A.B.
(Fordham University)
Frasca, William R., B.S.
(Fordham University)
Freeman, Norman I., A.B.
(Penn State College)
Fretz, John W., Jr.,
B.S. in Bus. Admin.
(New York University)
Fuchs, Hyman
Gauss, D. Christian, A.B.
(Princeton University)
Gluckman, Simon, B.S.
(Columbia University)
Glynn, John J., A.B.
(Georgetown University)
Goldberg, Hymen D.
Gomez-Franco, Harry M.
Grassotti, Henry J.
Groté, Raymond J., A.B.
(College of the Holy Cross)
Hall, Walter H., A.B.
(St. John's College, Brooklyn)
Hemmer, Bernard C., Jr.
Hinds, Robert N.

Horowitz, Max H., B.S. in B. and F.
(New York University)
Hoy, Leo E., A.B.
(Fordham University)
Jackson, Richard H.
Jeremia, Francis B., A.B.
(College of the Holy Cross)
Kaufmann, Nicholas O.
Keaveny, Felix J., B.S.
(College of the City of New York)
Kelly, Joseph G., A.B.
(Fordham University)
Kudner, Joseph C.
Larkin, Leo A., A.B.
(Fordham University)
Levy, Lester
Lonergan, William R., A.B.
(Fordham University)
Lynch, Daniel A., A.B.
(College of the Holy Cross)
McCaffrey, Michael W.
McCann, Donald H., A.B.
(College of the Holy Cross)
McCloskey, Albert B., A.B.
(Fordham University)
McCue, Eugene P., A.B.
(College of the Holy Cross)
McDonald, James F., A.B.
(Fordham University)
McGillivray, Gilbert J., B.S. in E.E.
(New York University)
McHugh, Joseph M.
McKenna, Francis X., A.B.
(Fordham University)
McLoughlin, Francis J., A.B.
(University of Pennsylvania)
Mack, Francis J.
MacKay, William E., A.B.
(Yale University)
Marvin, Lewis M., A.B.
(Hamilton College)
Mayell, Warren H.
Meehan, Joseph M., A.B.
(St. John's College, Brooklyn)
Minotti, Giuseppe
Monahan, Thomas F.
Mooney, James J., Jr.
Moran, William D., A.B.
(Manhattan College)
Morris, Gerard P., A.B.
(Mount St. Mary's College)
Moses, Fritz
Muuss, Emil C. A., B.S. in Bus. Admin.
(New York University)
Myles, Joseph F., B.S.
(Fordham University)
Oberle, Charles E., A.B.
(Fordham University)
O'Connell, Edmond F.
O'Connell, William F., A.B.
(College of the Holy Cross)
O'Connor, Edward T., M.E.
(Stevens Institute of Technology)
O'Neil, Daniel J., B.S. in E.E.
(University of Notre Dame)
Query, Alexander, B.S. in Com.
(University of Virginia)
Quinn, William C.
Quinnan, Joseph P., A.B.
(Fordham University)
Rahill, Norman F. X., A.B.
(Fordham University)
Ross, Samuel M., A.B.
(Penn State College)
Rutgers, Otto H.
Ryan, Francis Xavier, B.S.
(Fordham University)
Sabel, John B., B.S. in Econ.
(University of Pennsylvania)
Scully, Frank E., A.B.
(Fordham University)
Sculley, John, Jr., A.B.
(Princeton University)
Sprung, Bernard K., A.B.
(Grinnell College)
Staelin, Carl G., B.S. in M.E.
(University of Michigan)
Sullivan, James V., Ph.B.
(Georgetown University)
Tannenbaum, Seymour M.
Taylor, Christopher J., Jr., A.B.
(Fordham University)
Tomaszewski, Joseph C., B.S.
(Fordham University)
Triolo, Victor P., B.S. in Ch.E.
(New York University)
Van Orman, John W., A.B.
(Columbia University)
Walters, Charles R., A.B.
(Erskine College)
Whelan, John M., A.B.
(Fordham University)
Willigan, William L., A.B.
(University of Notre Dame)
Wilmington, E. Newton, Jr., A.B.
(Amherst College)
Worms, Samuel J., A.B.
(University of Alabama)
Yunis, Alexander

SECOND YEAR—MORNING CLASS

Acton, Edward M., A.B.
(Cornell University)
Ancipink, Jacob B.
Auleta, Michael A., A.B.
(Manhattan College)
Barbarisi, Manuel C., B.S.
(Fordham University)
Benedetti, Antonio A.
Blair, Richard E.
Boxer, Murray
Brady, Helen A., A.B.
(College of Mt. St. Vincent)
Burke, Thomas J.
Callan, Byron K.
Clinco, Mario L.
Cohen, Bertram, A.B.
(Bucknell University)
Colleran, Walter M., A.B.
(Manhattan College)
Collins, John McC., A.B.
(Fordham University)
Corriston, Joseph J.
Deegan, Marjorie F.
Di Giorgio, Robert J., A.B.
(Yale University)
Donohoe, William B.
Dorfman, Harold, A.B.
(University of Michigan)
Doti, Joseph E.
Flanagan, Edward J., B.S.
(Fordham University)
Friedman, Edward J., A.B.
(Manhattan College)
Glennon, Edith A.
Glennon, Gertrude M., A.B.
(College of Mt. St. Vincent)
Gordon, Charles, B.S. in Econ.
(University of Pennsylvania)
Greco, Joseph G., A.B.
(Columbia University)
Greenberg, Cassrell
Greenwald, Lillian, A.B.
(Hunter College)
Gregory, George, Jr., A.B.
(Columbia University)
Gross, Martin S.
Haas, Morton D.
Harkins, Bernadette A., A.B.
(New Jersey College for Women)
Jasinski, Vincent J.
Kieltyka, Stephen G.
Lader, Irving
Lambert, Ira C.
Landes, Sidney
Lapitino, Leopold J.
Light, Philip M.
Livingston, Joel, B.C.S.
(New York University)
Lucey, Helen K., B.S.
(College of Mt. St. Vincent)
McAteer, Charles F.
McElroy, Timothy J.,
B.S. in Econ.
(St. John's College, Brooklyn)
McLean, Edmund S., A.B.
(Rutgers University)
Madeo, Fred P., A.B.
(Georgetown University)
Mason, Arnold C., B.S.
(Sheffield Scientific School, Yale University)
Meade, George J., B.S.
(Fordham University)
Miskinis, Michael P., B.S.
(Fordham University)
Mollo, Silvio J., B.S.
(Fordham University)
Mooney, John D., B. of Ed.
(Illinois State Normal University)
Nelson, Robert C., Jr.
O'Brien, William H. F.
Onorato, Joseph F.
Perlmuter, Jerome H.
Pisciotta, Anthony T., A.B.
(Columbia University)
Portnoff, Sidney
Reicher, John J., A.B.
(Fordham University)
Romano, Victor J., A.B.
(Fordham University)
Rooney, William J., A.B.
(Fordham University)
Ross, James P., B.C.S.
(University of Notre Dame)
Scanlon, James C., A.B.
(St. Thomas' College)
Scarpelli, Joseph C., Ph.B.
(Niagara University)
Schenck, Joseph D., A.B.
(College of William and Mary)
Schmid, Jerome R.
Schwab, Herbert S.
Shea, Eugene W. P.
Sheehan, William P., A.B.
(St. Bonaventure's College)
Sheils, John McG.
Singer, Edwin E.
Stamberger, Geza A.
Stern, Evelyn R., A.B.
(Hunter College)

Travers, Harry, A.B.
(University of Michigan)
Treacy, James J., A.B.
(Fordham University)
Tyne, George W., B.S.
(Seton Hall College)
Volovick, Charlotte R., A.B.
(New Jersey College for Women)
Walsh, Lillian F., A.B.
(College of New Rochelle)
Wolfram, Leonard J., A.B.
(Long Island University)
Wolper, Bernard
Worthington, Aileen M.
Ziegler, Adolph S., B.S. in S.S.
(College of the City of New York)

SECOND YEAR—AFTERNOON CLASS

Alessandro, Nicholas R.
Caputo, Ferdinand F., A.B.
(Manhattan College)
Claffey, Vincent J.
Conway, James S., A.B.
(Fordham University)
Cunningham, Donald M., A.B.
(Hamilton College)
Curtin, Thomas E., B.S.
(Fordham University)
Daniels, James J.
Dawson, Robert T.
de Marinis, Reginald W.
Fanelli, Robert G.
Fischer, Mildred E., A.M.
(Columbia University)
Fuchs, David
Furrey, Edward F., A.B.
(Williams College)
Harawitz, Milton, A.B.
(Syracuse University)
Healy, Edward McG.
Healy, Helen L., A.B.
(Barnard College)
Healy, Thomas D., A.B.
(Georgetown University)
Hickey, Charles J.
Hickey, Philip K.
Hunter, Edward K., A.B.
(Fordham University)
Hyman, Julian H.
Kubala, Louis J.
Loehr, John F., A.B.
(Fordham University)
McDougald, Cornelius W., A.B.
(Lincoln University)
McGregor, Vincent J.
Martocci, Edward A., B.S.
(Fordham University)
Matteo, Dominick R., A.B.
(College of the Holy Cross)
Meadow, Saul
Murphy, William J. D., A.B.
(Fordham University)
O'Leary, Emily, A.B.
(College of Mt. St. Vincent)
Oliva, Catherine, A.B.
(Trinity College)
O'Sullivan, Daniel M.
Porrino, Joseph F., A.B.
(Cornell University)
Power, William H., Jr., A.B.
(Fordham University)
Rigney, Edward E., A.B.
(Hobart College)
Rothenberg, Philip L., A.M.
(Cornell University)
Rucci, Mary J. M.
Schonfeld, Alex, A.B.
(University of Wisconsin)
Shannon, Walter J., A.B.
(Fordham University)
Stella, John S., A.B.
(Fordham University)
Thomson, Robert C., Jr., A.B.
(Haverford College)
Van Derveer, Charles, A.B.
(Rutgers University)
Waters, Frederick J.
Werner, Charles, A.B.
(College of the City of New York)

SECOND YEAR—EVENING CLASS

Bronx Section

Arbiter, Morton V., A.B.
(University of Michigan)
Arcaro, George C., B.S.
(Fordham University)
Arkin, William H., A.B.
(University of Pennsylvania)
Benjamin, Stanley N., A.B.
(New York University)
Brownstein, George
Chatlos, Edward L., A.B.
(Fordham University)
Clark, Robert W.

Coco, John F.
Colavito, William J.
Connors, Martin M., B.S. in Bus. Admin.
(New York University)
Deely, George V., A.B.
(Fordham University)
DeFrancesco, Peter A.
Dick, Chester A., Jr., B.S.
(College of the City of New York)
Donovan, Alfred D., A.B.
(Canisius College)
Doyle, Gerald J., A.B.
(Fordham University)
Ellis, Frank J.
Farinella, Joseph V., A.B.
(College of the City of New York)
Feingold, Victor, A.B.
(College of the City of New York)
Flynn, Gerald J., A.B.
(Fordham University)
Futerman, Jerome G., B.B.A.
(College of the City of New York)
Giallorenzi, Renato
Goett, Harry J., B.S.
(College of the Holy Cross)
Golankie, Alvin F., B.S.
(New York University)
Healy, Francis D., B.S.
(Dartmouth College)
Healy, Martin E., A.B.
(College of the City of New York)
Henrich, John B., Jr., A.B.
(Fordham University)
Herzog, Arnold M., B.S.
(College of the City of New York)
Holland, Richard B., A.B.
(Fordham University)
Hoyt, John A., B.C.S.
(University of Notre Dame)
Istorico, Alfonso
Jungberg, Herbert, B.B.A.
(College of the City of New York)
Kaiser, Louis C.
Kiely, Leonard A.
Lappin, John I.
Lawlor, Walter E., A.B.
(Fordham University)
Lee, George E., B.S. in Bus.
(Manhattan College)
McCauley, William F., B.S.
(Fordham University)
McEnroe, Charles F., A.B.
(Fordham University)
McGowan, Gerard J., A.B.
(Manhattan College)
McNamara, Emmett F., A.B.
(St. Joseph's Seminary and College)
McSwiggin, Alfred G.
Malang, Robert J., A.B.
(Fordham University)
Morrissey, Laurence A., B.S.
(Fordham University)
Mullaney, John A., B.S.
(Fordham University)
Nadel, Martin, B.S. in S.S.
(College of the City of New York)
Natale, Anthony
Natanson, Norbert, B.S. in Econ.
(University of Pennsylvania)
Norris, John H., A.B.
(Fordham University)
Oak, Gerard N., A.B.
(College of the City of New York)
O'Brien, Joseph T.
O'Flaherty, John J.
O'Keefe, Thomas V., A.B.
(Fordham University)
Ornstein, Albert, A.B.
(Syracuse University)
Phelan, James V., A.B.
(Fordham University)
Rodier, William I., B.S.
(Fordham University)
Rubin, Seymour, B.S.
(Columbia University)
Silverstein, Henry S., A.B.
(College of the City of New York)
Sorrentina, Frank N., B.S.
(Fordham University)
Stevenson, Andrew R., A.B.
(Wesleyan University)
Strongman, Henry R., M.S. in Ed.
(College of the City of New York)
Surrey, Albert, A.B.
(College of the City of New York)
Sussman, Harold P., B.S. in Econ.
(University of Pennsylvania)
Thomsen, Howard A., A.B.
(Fordham University)
Tobin, John M., B.S.
(Fordham University)
Trask, David L.
Trupin, Jules, B.S. in S.S.
(College of the City of New York)
Tucci, Attilio B., A.B.
(Fordham University)
Tully, Andrew J., A.B.
(Fordham University)
Wilson, Charles M., A.B.
(Fordham University)
Wolf, Joseph C., A.B.
(Fordham University)
Zimring, Herman G.

SECOND YEAR—EVENING CLASS

Manhattan Section

Ahearn, Daniel J., A.B.
(Fordham University)
Antoniello, Rosario G., B.S.
(Fordham University)
Bachmann, Harry J., B.S. in Bus.
(Manhattan College)
Becker, Paul, B.S.
(New York University)
Berman, Robert B., A.B.
(Columbia University)
Bigelow, John M.
Bleeth, Clifford L., A.B.
(University of Pennsylvania)
Bracken, James J., B.S.
(College of the City of New York)
Burns, Robert C.
Callahan, Charles R., A.B.
(College of the Holy Cross)
Caminez, David B., B.S. in Econ.
(University of Pennsylvania)
Carmody, Francis M., A.B.
(Fordham University)
Cederholm, Gustave D.
Chickofsky, Murray J., B.S.
(Fordham University)
Clark, Albert J.
Condon, Bernard F., B.S.
(Fordham University)
Conlan, Joseph J., A.B.
(Villanova College)
Costigan, James T., M.S. in M.E.
(Columbia University)
Cottrell, Nickolas, M.S.
(Columbia University)
Coyle, Claire M., A.B.
(College of St. Elizabeth)
Cunningham, Martin J.
Dalmases, Francis J., A.B.
(Fordham University)
Dermody, James J.
Dillon, Edward J., B.S.
(Fordham University)
Dinklage, Ralph D., Ph.D.
(Bonn University)
Dolan, Thomas A., A.B.
(College of the Holy Cross)
Donohue, Robert M., A.B.
(Fordham University)
Downs, Joseph V., B.S.
(Columbia University)
Dunstan, Thomas S.
(Graduate U. S. Naval Academy)
Eagan, Harry E.
Enright, Francis J., B.S.
(St. John's College, Brooklyn)
Finneran, Edward G.
Fitzgerald, Walter J., A.B.
(Columbia University)
Funke, William C.
Gallo, Ned J., A.B.
(Colgate University)
Garcia, Charles A.
Gattling, Sally E., B.S.
(Hampton Institute)
Glantz, Rudolph J.
Glaser, Walter G., A.B.
(Seton Hall College)
Goldstein, Freda
Goodwin, Leo E., B.B.A.
(College of the City of New York)
Green, Minna
Griffin, Thomas F. A., Jr.
Hackett, John T., M.A.
(Columbia University)
Hagman, Raymond L., A.B.
(Amherst College)
Hapgood, Cyrus S.,
B.S. in Bus. and Eng. Admin.
(Massachusetts Institute of Technology)
Hickey, Walter P., A.B.
(Georgetown University)
Higgins, Ralph F. X.
Hill, John D., A.B.
(Columbia University)
Horgan, Charles S., Jr., A.B.
(College of the Holy Cross)
Hubbard, Andrew G.,
B.S. in M.E.
(New York University)
Hugh, Robert E.
Hughes, Henry F., A.B.
(Manhattan College)
Isler, Jacques, A.M.
(New York University)
Johannsen, Emil J., B.S. in Ed.
(Fordham University)
Jones, Philip
Joyce, Richard E., A.B.
(Columbia University)
Kaplan, Benjamin
Kaskell, Ralph L.
Kaufman, Leonard
Kavanagh, John J.
Keane, George F.
Kelly, William F., A.B.
(Seton Hall College)

Kinzel, Otto
Kuhn, William V., A.B.
(Fordham University)
Laist, James W.,
B.S. in Ind. Chem.
(Harvard University)
Larkin, Francis J.
Leddy, Raymond G., A.B.
(College of the Holy Cross)
Lee, Charles H., Ph.B.
(Georgetown University)
Lehnau, Rudolph J., A.B.
(Villanova College)
Looney, Alice M., A.B.
(College of New Rochelle)
McAloon, Edward H.
McCreesh, Bernard F., B.S.
(Fordham University)
McDonough, Edward J., A.B.
(Fordham University)
McGee, Hugh E.
McQuade, Arthur J.
Mahoney, Francis G.
Malone, Richard C., B.S.
(Fordham University)
Mann, Anna N., A.B.
(Vassar College)
Marvey, Louis A., B.S.
(Lafayette College)
Miles, Edward F., A.B.
(Fordham University)
Mills, Elijah W., Jr.
Moore, Thomas F., Jr., A.B.
(Hamilton College)
Morris, William F.,
B.S. in Bus. Admin.
(Fordham University)
Munson, Eric Y.
Murphy, Edward F., B.S.
(Fordham University)
Murray, Raymond T.,
B.S. in S.S.
(College of the City of New York)
Neumann, William G.
Nielsen, John, Jr., B.S. in C.E.
(Alfred University)
O'Donnell, Francis X., Jr., A.B.
(Fordham University)
O'Donnell, John J., A.B.
(University of Notre Dame)
O'Farrell, Dorothea V., A.B.
(College of the Sacred Heart)
O'Hare, Thomas J.
O'Neill, Frank J., B.S.
(Manhattan College)
O'Reilly, Joseph J., Jr., A.B.
(College of the Holy Cross)
Orser, Kathleen M.
Packer, Joseph L., B.S.
(College of the City of New York)
Paris, John A.,
B.S. in Bus. Admin.
(New York University)
Parker, Emanuel M.
Petrie, James G., B.S. in Bus.
(Manhattan College)
Pinsker, Yale H., A.B.
(Harvard University)
Pisani, Josephine M., A.B.
(St. Joseph's College for Women)
Purcell, Francis J., A.B.
(Manhattan College)
Regan, Joseph F., B.S.
(Fordham University)
Ricci, Louis A.
Roush, Harold E., B.S. in E.E.
(Penn State College)
Scanlon, Charles D.
Schankman, Benjamin M.
Schaum, Jacob, B.S.
(New York University)
Schoonmaker, John H.
Schwinger, Harold N.,
M.S. School of Bus.
(Columbia University)
Sheahan, John P., A.B.
(Fordham University)
Silverstein, Rubin, B.C.S.
(New York University)
Slosberg, Hilburt, Ph.B.
(Dickinson College)
Smith, Francis J., B.S.
(St. John's College, Brooklyn)
Sonnett, John F., B.S.
(Fordham University)
Stark, Louis B., A.B.
(University of Colorado)
Stewart, John J., A.B.
(Fordham University)
Toubin, Harold, B.S.
(College of the City of New York)
Traver, Harold A., M.S. in E.E.
(Massachusetts Institute of Technology)
Tumulty, Edward F. X.
Walsh, Edward P., A.B.
(College of the Holy Cross)
Watson, Edward G., A.B.
(Colgate University)
Welch, Edward S., B.S.
(Princeton University)
White, Edwin H., A.B.
(Lebanon Valley College)
Whyman, Herbert, A.B.
(College of the City of New York)
Williams, William I.
Wolder, Stanley, B.S.
(College of the City of New York)

FIRST YEAR—MORNING CLASS

Abbate, Louis E., A.B.
(Villanova College)
Akrabian, Manuel H.
Anderson, John A., B.S.
(Fordham University)
Angelopoulos, Nicholas A.
Baldino, Thomas, Jr.
Barr, Richard C.
Beggans, James P., B.B.A.
(St. John's University, School of Commerce)
Bessen, Jacob, A.B.
(University of North Carolina)
Blake, James G., A.B.
(Manhattan College)
Broadman, Milton, B.S.
(Fordham University)
Bucher, Hyman I.
Burke, Luke A.
Caimano, Nicholas A., A.B.
(College of the Holy Cross)
Campise, James V., B.S.
(Fordham University)
Cannon, Francis E., A.B.
(University of Notre Dame)
Catalano, Theresa
Comber, John J.
Conti, Harold J.
Davis, Monroe R.
DeMuro, Paul G.
DeSane, James V.
Devine, Helen C., A.B.
(Rosemont College)
Diskin, Thomas A., A.B.
(Fordham University)
Dole, Frank R., B.S.
(Yale University)
Eisner, Fred.
Ferris, William R., A.B.
(Syracuse University)
Finegan, Eugene F., A.B.
(Seton Hall College)
Finnigan, John J., B.S. in Bus.
(Manhattan College)
FitzMaurice, James J., Jr., A.B.
(Georgetown University)
Fleming, William J., A.B.
(Fordham University)
Forastiere, Michael A., Jr., A.B.
(University of Notre Dame)
Forster, Lawrence M.
Galasso, Daniel P.
Gitelman, Sidney N.
Gladstone, Sidney, B.S. in S.S.
(College of the City of New York)
Glusker, Eugene
Goetschiaus, Francis A.
Golden, Francis J., A.B.
(Georgetown University)
Gottschalk, Stanley S., B.S.
(College of the City of New York)
Greenspan, Leonard, A.B.
(University of Michigan)
Gross, Charles A., A.B.
(Fordham University)
Gunsberg, Leonard
Hagedorn, Edna S.
Harold, John R.
Hennessy, John J.
Hogan, Thomas J., A.B.
(Manhattan College)
Hollander, Stephen, B.S.
(Fordham University)
Keefe, James J., Jr.,A.B.
(Georgetown University)
Keleher, James F.
Kendrick, Mercator C.
Kilbane, Edward F., A.B.
(Villanova College)
Kozakiewicz, Wanda R.
Kurman, Marim, B.S.
(College of the City of New York)
Lahey, Robert J.
Laiks, Murray A.
Lake, Leonard M.
Larkin, Thomas F.
Lee, Roger J., A.B.
(Fordham University)
Lee, Zaidee B.
Lewis, Ralph F., Jr., A.B.
(Fordham University)
Lusardi, Donald L., A.B.
(University of Notre Dame)
McCann, Edward J.
McClintic, Vera G., A.B.
(Vassar College)
McNally, Francis X.
Malinowitz, Israel
Marra, Anthony F., A.B.
(University of Notre Dame)
Martin, Edward A., Jr., A.B.
(Fordham University)
Martoccia, Arthur R., B.S.
(Fordham University)
Masterson, John A.
Millstein, Richard P., B.S.
(College of the City of New York)
Monaghan, Joseph F., A.B.
(Fordham University)
Monahan, Ellsworth A., A.B.
(Fordham University)

Murphy, James P., A.B.
(Fordham University)
Murphy, Leo H., A.B.
(Carroll College)
Murray, Thomas C.
Neary, Raymond J.
Nugent, Robert E., A.B.
(Manhattan College)
O'Connell, Dennis J., A.B.
(University of Notre Dame)
O'Connor, Dennis L., Jr., A.B.
(Duke University)
O'Keefe, Arthur G., A.B.
(Fordham University)
Partridge, Donald G.
Perito, Angelo M., A.B.
(Manhattan College)
Perlmuter, Pearl
Petrie, Sherman V., A.B.
(Amherst College)
Provenzano, John D.
Purchia, Nicholas J., B.S.
(Fordham University)
Quinn, Charles F., Jr., A.B.
(University of Notre Dame)
Quirk, Francis H., A.B.
(Manhattan College)
Reilly, Paul F., A.B.
(Fordham University)
Richardson, Arthur W., Jr., A.B.
(Fordham University)
Rosston, Bernard
Rothstein, Randolph E.
Ruckel, Raymond J., A.B.
(Fordham University)
Ryan, William C., A.B.
(Georgetown University)
Scheibe, Fred K.
Schleicher, William M.
Schneider, Sidney
Schupp, Herman A., Jr.
Shapiro, Norma F.
Shaw, Leland H., Jr., A.B.
(Dartmouth College)
Sheehan, John J., A.B.
(Manhattan College)
Shine, Paul J., A.B.
(Fordham University)
Smith, Maude E., A.B.
(Adelphi College)
Solomon, William
Spagna, Joseph R.
Spector, Herbert, B.S.
(Fordham University)
Stanton, Francis W.
Stella, Michael J., A.B.
(Manhattan College)
Tepedino, Michael V.
Tracy, Raymond C.
Tracy, Robert L., A.B.
(Amherst College)
Trimarco, Joseph A., A.B.
(Fordham University)
Velson, Theodore, A.B.
(Hobart College)
Ward, Samuel M., III., A.B.
(Washington and Lee University)
Weinberg, Jerome H.
Zax, Harry

FIRST YEAR—AFTERNOON CLASS

Apadula, Carmine J., A.B.
(Manhattan College)
Baran, Helen P., A.B.
(Syracuse University)
Baratta, Raymond C., B.S. in Biol.
(Villanova College)
Bednarek, John E., A.B.
(Manhattan College)
Boylan, John J., B.S.
(St. Peter's College)
Callahan, Vincent H., A.B.
(Fordham University)
Campon, Philip A.
Carew, James F.
Cassidy, Cornelius C., A.B.
(Fordham University)
Connelly, James G.
Courtney, John J., A.B.
(Fordham University)
Cutroneo, John J., A.B.
(College of the Holy Cross)
Fitzgerald, Hugh F., A.B.
(University of Notre Dame)
Gilligan, William B., B.S.
(Columbia University)
Gottlieb, Ralph
Gross, Milton H., C.E.
(College of the City of New York)
Guzy, Mortimer J.
Harvey, Arthur J., A.B.
(Manhattan College)
Howe, William F. X., A.B.
(Fordham University)
Kelly, Bernard A., A.B.
(Fordham University)
Kiernan, Marie A., A.B.
(College of New Rochelle)
Kupiszewski, Michael L.
Lally, Robert J., A.B.
(St. Mary's Seminary)

Lyman, Edward H., B.B.A.
(College of the City of New York)
McElligott, John F., A.B.
(College of the Holy Cross)
McGinn, Robert J.
McGuire, Paul J.
McLaughlin, Charles B., A.B.
(Manhattan College)
McMahon, Edward E., B.S.
(Fordham University)
McMahon, Lawrence S., A.B.
(Fordham University)
McMahon, Vincent J., A.B.
(Fordham University)
McMullen, Faine M., A.B.
(College of Mt. St. Vincent)
Macmanus, Armand F., A.B.
(Fordham University)
Magid, Walter E., Ph.B.
(Dickinson College)
Maraziti, Joseph J.
Morrison, William R.
Murphy, John T., A.B.
(St. Peter's College)
Napoli, Vincent R.
Nye, Bertrand W., Jr.
O'Neill, Brian, B.S.
(Lafayette College)
Rao, Vincent P.
Rice, John T., A.B.
(Georgetown University)
Rubin, Milton B.,
B.S. in Trade and Industry
(New York University)
Sabbatino, Ralph A., A.B.
(Georgetown University)
Sayman, Bertram, A.B.
(Cornell University)
Schlenoff, Aaron A.
Serles, Robert P., A.B.
(Yale University)
Shapiro, Morris A.
Shaughnessy, John P., B.S.
(Fordham University)
Smith, Joseph F., A.B.
(Colgate University)
Spanier, Irving L., B.S.
(College of the City of New York)
Stamm, Henry N., A.B.
(Fordham University)
Sullivan, Joseph D.
Witkind, Nathan,
B.S. in B. and F.
(New York University)

FIRST YEAR—EVENING CLASS

Bronx Section

Alberi, Albert, E.E.
(New York University)
Appert, Richard H., A.B.
(Fordham University)
Aurichio, Dominic T., B.S.
(Fordham University)
Backes, John, A.B.
(Columbia University)
Barra, Ernest R., A.B.
(Manhattan College)
Beaton, Charles R., B.S. in S.S.
(College of the City of New York)
Boone, Daniel
Brabbee, Ralph A., A.B.
(Dartmouth College)
Brick, Daniel J., B.C.S.
(University of Notre Dame)
Bruckmann, John C.,
M.S. in M.E.
(New York University)
Carson, John C., A.B.
(Columbia University)
Cilento, Arthur J., A.B.
(Fordham University)
Corbet, James F., A.B.
(Fordham University)
Corr, John A., A.B.
(Fordham University)
Dowd, Lawrence P., A.B.
(Boston College)
Dunnigan, James J., A.B.
(University of Notre Dame)
Epstein, Robert, A.B.
(College of the City of New York)
Flood, James A., A.B.
(Fordham University)
Geiger, John M., A.B.
(Fordham University)
Goldberg, Max, B.S.
(Fordham University)
Groot, George E., A.B.
(Fordham University)
Hayes, Thomas F., Jr., A.B.
(Cornell University)
Keneally, James M., A.B.
(Fordham University)
Kreutzer, Louis G., B.S.
(Columbia University)
Litrento, Anthony P., A.B.
(Fordham University)
Minehart, Velear L., M.D.
(Stanford University)

Mittleman, Samuel
Moroney, James J., A.B.
(Fardham University)
Murtaugh, James D., A.B.
(Fordham University)
Podersky, William A.
Rabiner, Jerome C.
Roberts, Alfred G., B.S.
(Fardham University)
Roemer, Aaron A., B.S.
(New Yark University)
Schilero, James A., B.S.
(Fardham University)
Smith, Charles E., A.B.
(Manhattan College)
Sternthal, Sydney R., A.B.
(Allegheny College)
Stetter, William A., Jr.
Szabo, Paul S., M.A.
(Columbia University)
Tangredi, Amedo J., A.B.
(University of Oklahoma)
Tyrrell, Francis J., A.B.
(Fordham University)
Weiss, Robert E., B.S.
(Fordham University)

FIRST YEAR—EVENING CLASS

Manhattan Section

Abramson, Walter, A.B.
(Cornell University)
Abrandt, Gustav S., A.B.
(Syracuse University)
Alberti, Anthony J., B.S. in B.A.
(Bastan University)
Allen, Richard J., A.B.
(Manhattan College)
Bachmann, John E., A.B.
(Fordham University)
Baehr, Robert N., A.B.
(Fardham University)
Bakos, Charles
Barkas, Melvyn, A.B.
(University of Michigan)
Barnao, Vincent J., B.B.A.
(St. John's University, School of Cammeree)
Barnes, Donald K., A.B.
(Harvard University)
Barnwell, John C., B.S.
(Fardham University)
Barrabee, Arthur S., B.S. in C.E.
(University of Alabama)
Bartley, William A., A.B.
(University of Natre Dame)
Bednarz, Albert A.
Bender, Henry H., Jr., A.B.
(Fordham University)
Bentley, Jerome H., Jr., A.B.
(Wesleyan University)
Bermingham, Adelaide A., B.S.
(Columbia University)
Birchett, Joseph A., M.B.A.
(Harvard University)
Bissinger, Frederick L., M.E.
(Stevens Institute of Technology)
Bobois, Leonarda, A.B.
(College af the Sacred Heart)
Bond, Gordon VanDerVeer, B.S. in Eng.
(Princeton University)
Braune, Attilio E., B.S.
(Fardham University)
Brosnan, Robert R., A.B.
(Manhattan College)
Bulman, James C., B.S.
(Massachusetts State College)
Burns, Thomas D., A.B.
(College of the Holy Cross)
Byrne, Terence J., A.B.
(Fardham University)
Canudo, Eugene R., B.S.
(New York University)
Chambliss, Hardee, Jr., A.B. in Educ.
(University of North Carolina)
Condon, Lawrence M., A.B.
(Fardham University)
Connor, William J.
Crean, Jeremiah P., A.B.
(Fordham University)
Curran, Timothy J.
Dann, Harvey, B.S.
(Trinity Callege)
DeHoust, Roger J., B.B.A.
(St. John's College, Brooklyn)
Donahue, George R.
Donovan, John D.
Dooley, John W., A.B.
(Fardham University)
Dougherty, Harry J.
Duffy, John J., A.B.
(Fordham University)
Dugan, Dorothy S., A.B.
(St. Mary's College)
Elsaesser, John F., A.B.
(Yale University)
Fackler, Rudolph L., B.S. in Econ.
(University of Pennsylvania)
Fagen, Melvin M., A.B.
(University of Wisconsin)

Farrell, Edward F., B.S.
(Fordham University)
Farrell, Edward J.,
B.S. in Banking and Finance
(New York University)
Finnen, Francis E., A.B.
(Fordham University)
Fish, John E.
Fletcher, Robert L., Ph.B.
(Providence College)
Foley, William T., Jr., A.B.
(Fordham University)
Fratangelo, Joseph A.
Gallagher, James T.
Galvin, William A.
Garrett, George D., Jr., A.B.
(Dartmouth College)
Glaser, Bernard, B.S. in Econ.
(University of Pennsylvania)
Gleason, John, A.B.
(College of St. Thomas)
Gleiberman, David, B.S.
(Fordham University)
Grady, Francis J., A.B.
(Manhattan College)
Grieb, Conrad K.
Haley, Joan A., A.B.
(College of New Rochelle)
Hammer, George A., A.B.
(Fordham University)
Heagney, Walter J., A.B.
(Catholic University)
Hepburn, William P.,
(Graduate U. S. Naval Academy)
Hillman, Jacob
Hoffman, Bernard H., B.C.S.
(New York University)
Holder, Thornton F., A.M.
(Wesleyan University)
Holland, Edward J., A.B.
(College of the Holy Cross)
Houston, Isaac H., A.B.
(Yale University)
Jiggetts, John P., A.B.
(Virginia Union University)
Johnson, Carl A., A.B.
(Syracuse University)
Kavanaugh, William D.,
Ph.B. in Com.
(University of Notre Dame)
Kearney, James L. D., Jr.
King, William F., A.B.
(Fordham University)
Lamb, George A., B.S.
(Fordham University)
Larkin, James F., B.S.
(Fordham University)
Lawlor, John E.
Lawlor, John J., A.B.
(Fordham University)
Lenahan, William P.
Lukens, Jaywood, A.B.
(Princeton University)
Lyman, Francis S., A.B.
(Colgate University)
Lynch, John A.
Lyon, John F., A.B.
(University of Alabama)
McCann, John F., A.B.
(Fordham University)
McCourt, Jerome A., B.S.
(Manhattan College)
McFeely, Thomas F.,
B.S. in Econ.
(Villanova College)
McInnis, John A., A.B.
(Fordham University)
McManus, Thomas J., A.B.
(Fordham University)
McTigue, Gerard G., A.B.
(Fordham University)
McTigue, John G., A.B.
(Fordham University)
MacKenzie, Ossian R. T., A.B.
(State University of Montana)
MacLeod, Allan Stanhope
Madden, John T., A.B.
(St. Peter's College)
Mahoney, James J., Ph.B.
(Brown University)
Malone, Clarence M., Jr., A.B.
(Princeton University)
Maybruck, Milton, B.B.A.
(College of the City of New York)
Mesick, Thomas P., A.B.
(Fordham University)
Mitchell, John N.
Morgan, Dorothea G.
Morris, Melvin L., B.S.
(College of the City of New York)
Moyer, Arthur E., A.B.
(Bowdoin College)
Muchnic, George, M.B.A.
(Harvard University)
Murtha, Matthew J.
Neary, Martin J., A.B.
(Fordham University)
Neill, Merton S., B.S. in E.E.
(Massachusetts Institute of Technology)
Neulander, Clarence I.,
B.S. in S.S.
(College of the City of New York)
Nugent, Francis A.
O'Connell, Francis A., Jr.
O'Shea, John J., B.S. in Econ.
(University of Pennsylvania)

Partheymuller, John R., A.B.
(Fordham University)
Pettit, Louis L.
Powell, William J., Jr., A.B.
(University of Notre Dame)
Quinn, Arthur J., B.S. in S.S.
(College of the City of New York)
Quinn, James E., B.F.S.
(Georgetown University)
Raleigh, Edward N.
Redmond, John E., M.B.A.
(Harvard University)
Rehn, Goesta K.
Reid, George R., B.S.
(Columbia University)
Ribaudo, Gaetano G., A.B.
(New York University)
Riely, Edmund P., A.B.
(Fordham University)
Riess, Paul H., B.S. in S.S.
(College of the City of New York)
Sanders, Fred C.
Scavullo, Victor K., A.B.
(Georgetown University)
Schorn, Robert R.
Scott, Griffith J., A.B.
(Fordham University)
Shapiro, Leopold U., A.B.
(Fordham University)
Sheridan, William J., Jr., A.B.
(University of Notre Dame)
Siegel, Meyer M., B.S.
(Brooklyn College)
Smith, Russell H., A.B.
(Princeton University)
Stapleton, Francis G., A.B.
(Columbia University)
Stone, Joseph
Tarantino, Arthur E.
Trundle, Sidney A., B.S.
(Georgetown University)
Turetsky, Milton, B.S.
(Brooklyn College)
Ulmer, Charles W.,
VanVliet, Donald D., A.B.
(St. Stephen's College)
vomLehn, Richard P., III, A.B.
(Princeton University)
Walsh, John W., A.B.
(Fordham University)
Webster, Charles S., Jr.
Weiner, Max, A.B.
(College of the City of New York)
Wilkinson, E. Wallace, A.B.
(Bucknell University)
Wolfsohn, Selma Z., A.B.
(Hunter College)
Woods, Robert J. C., A.B.
(College of the Holy Cross)
Woods, William J., A.B.
(Princeton University)
Wright, Henry O., M.E.
(Lehigh University)
Young, Thomas J., E.E.
(Polytechnic Institute of Brooklyn)
Ziegler, Edwin P., A.B.
(Colgate University)

STUDENTS PURSUING SPECIALLY ONE OR MORE COURSES

Armbruster, John W.
Bruce, Dorothy C.
Gautenbein, John F.
Haase, Albert J.
Kennedy, Andrew J.
Kitzis, Morris D.
Lindley, F. Vinton
McCarthy, James M.
Murphy, Edward L.
Petruzzi, Lawrence E.
Piegari, Anthony J.
Sardo, Myron
Sundean, Clarence
Taylor, Mrs. Martin
Therkildsen, Thomas W.

PART VIII

CATALOGUE
COLLEGE OF PHARMACY

Volume XXVIII JUNE, 1935

FORDHAM UNIVERSITY

Bulletin of Information

College of Pharmacy

Annual Announcements

1935-1936

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Fordham University College of Pharmacy

OFFICERS OF THE FACULTY

Very Rev. Aloysius J. Hogan, S.J., Ph.D. ..... *President*

Rev. Charles J. Deane, S.J. ..... *Regent*

Rev. Joseph T. Keating, S.J. ..... *Treasurer*

Jacob Diner, Ph.G., M.D., LL.D. ..... *Dean Emeritus*

James H. Kidder, A.B., M.D. ..... *Dean*

Miss Marion J. James ..... *Registrar*

Raymond F. X. James ..... *Recorder*

FACULTY

James D. Alberse, A.B. ..... *Instructor, Freshman English*

Richard H. Appert, A.B. ..... *Instructor of Ethics*

William J. Bonisteel, B.S., M.A.
Professor of Botany and Pharmacognosy

Otto F. A. Canis, Phar.D. ..... *Professor of Pharmacy and Economics*

Peter J. Conroy, Ph.G., M.S., Ph.D.
Professor of Chemistry and Experimental Pharmacology

Francis X. Connolly, M.A. ..... *Professor of English*

Alexander T. Geruso, B.S. in Phar., B.S., M.A.
Instructor in Chemistry

Hieronimus A. Herold, Ph.G. ... *Emeritus Professor of Jurisprudence*

Joseph J. Lynch, Ph.G.
Instructor in Pharmacy and Pharmaceutical Arithmetic

William T. McNiff, M.A. ..... *Professor of Physics and Mathematics*

John F. Mahoney, B.S., C.P.A. ..... *Associate Professor of Economics*

Ross J. Marano, B.S. in Phar.
Instructor in Botany and Pharmacognosy

William H. Norton, Ph.C. ..... *Instructor in Chemistry*

Leonard J. Piccoli, B.S. in Phar., M.S., Ph.D., M.P.H.
Professor of Materia Medica and Physiology

Albert L. Scheibelhut, A.B., LL.B. ..... *Professor of German*

Alfred J. White, Ph.G., B.S., M.A., *Instructor in Pharmacy and Latin*

STANDING COMMITTEES OF THE FACULTY

The President of the University, the Regent of the College of Pharmacy and the Dean are *ex-officio* members of all committees.

Committee on Admission

The President of the University
The Regent of the College of Pharmacy
The Dean

Committee on Curriculum

Rev. Charles J. Deane, S.J., *Regent*
Jacob Diner, *Dean Emeritus*
James H. Kidder, *Dean*

Committee on Examinations

William J. Bonisteel
Otto F. A. Canis
Peter J. Conroy
Leonard J. Piccoli
William T. McNiff

Committee on Student Activities

Otto F. A. Canis
Joseph Lynch
Alexander T. Geruso

Committee on Library

William J. Bonisteel
Leonard J. Piccoli

Calendar for 1935

JANUARY

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Calendar for 1936

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Calendar

1935

September 10,	Tuesday:	Condition Examinations, 10 a. m.
September 16,	Monday:	Opening of School for First Year Students, 9 a. m.
September 17,	Tuesday:	Opening of School for Second Year Students, 9 a. m.
September 18,	Wednesday:	Opening of School for Third Year Students, 9 a. m.
September 19,	Thursday:	Opening of School for Fourth Year and Special Students.
November 5,	Tuesday:	Election Day.
November 8,	Friday:	End of the First Quarter.
November 27,	Wednesday:	Thanksgiving Recess begins, 1 p. m.
December 2,	Monday:	Thanksgiving Recess ends. Classes resumed, 9 a. m.
December 20,	Friday:	Christmas Recess begins, 1 p. m.

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January 6,	Monday:	Christmas Recess ends. Classes resumed, 9 a. m.
January 17,	Friday:	End of the Second Quarter.
January 20,	Monday:	Final Examinations begin for the First Semester.
February 12,	Wednesday:	Lincoln's Birthday.
March 13,	Friday:	End of the Third Quarter.
April 8,	Wednesday:	Easter Recess begins, 1 p. m.
April 15,	Wednesday:	Easter Recess ends. Classes resumed, 9 a. m.
May 15,	Friday:	End of the Fourth Quarter.
May 18,	Monday:	Final Examinations begin for the Second Semester.
June 8,	Monday:	Commencement.

Fordham University

Fordham University began as St. John's College. It was founded by Archbishop Hughes upon the old Rose Hill Farm at Fordham, and formally opened on St. John the Baptists' Day, June 24, 1841. On April 10, 1846, an act of incorporation was passed by the New York Legislature, granting the College the power to "confer such literary honors, degrees or diplomas as are usually granted by any university, college or seminary of learning in the United States."

For the first five years of its existence the College was conducted by the diocesan clergy of New York, but in June, 1846, the property was purchased by the Society of Jesus. Since then the institution has been under the direction of the Jesuits.

On June 21, 1904, with the consent of the Regents of the University of the State of New York, the Board of Trustees authorized the opening of the Schools of Law and Medicine and the change of corporate name to Fordham University. The first classes in both of these departments were begun in the fall of 1905.

In 1911, the College of Pharmacy was opened, and in 1916 the Graduate School, Teachers College and the School of Social Service. The Medical School was discontinued in 1921. The latest departments are the Summer School and the School of Business and Manhattan Division of Fordham College.

Fordham College (Bronx Division), the College of Pharmacy, the Bronx Division of the Law School and the Summer School are at Fordham Road, Bronx, New York City; all the other departments are in the Woolworth Building, 233 Broadway, New York City.

General Information

The twenty-fourth annual session of the College of Pharmacy will begin on Monday, September 16, 1935.

LOCATION OF THE COLLEGE OF PHARMACY

The College of Pharmacy is located on the University grounds at Bathgate Avenue and Fordham Road in the northern extremity of greater New York City on the lines of the New York Central Railroad, about nine miles from the Grand Central Station, and in direct communication with all parts of greater New York by elevated and subway lines, having the Fordham University Station of the Interborough Rapid Transit at the gate.

APPLICATION FOR ADMISSION

Each candidate for admission is required to apply in person at the Office of the Registrar and there file a registration blank giving such information as may be required for the College of Pharmacy records, together with a statement of the course he is authorized to pursue. He is also required to present a detailed record of his high school work, together with his approval for a pharmacy student qualifying certificate and he must secure an apprentice certificate. To complete his registration the student shall pay the required fee. Each student whose registration has been completed will be considered a student of the College of Pharmacy during the period for which such registration is held valid. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Fordham University or of any other institution, without the consent of the Regent or Dean.

NEW YORK STATE QUALIFYING CERTIFICATE

To be entitled to a pharmacy student qualifying certificate, the applicant must be at least 16 years of age, and must have been graduated from an accredited four-year high school course approved for this purpose or the equivalent as determined by the Commissioner of Education.

Correspondence regarding this preliminary education requirement and particularly regarding the equivalent should be addressed to the

Supervisor of Qualifying Certificates, State Education Department, Albany, N. Y., unless the applicant has begun or completed his pharmacy study, in which case it should be addressed to the Chief of the Professional Examinations Bureau, State Education Department, Albany, N. Y.

No preliminary record will be considered complete unless the applicant has met in full the English requirement. If he has completed a course of study in the United States undoubtedly his record will include four years of English. If, on the other hand, he is asking for credit upon credentials from countries where English is not the language of the people, he must pass a Regents examination in English or present evidence of the completion of a course in English that the Department can accept as the equivalent. This preliminary education requirement shall be met in full before the applicant begins his professional course of study in pharmacy. The applicant must file with the pharmacy school before matriculation notification from the Department that he is entitled to the pharmacy student qualifying certificate.

When a student is entitled to a pharmacy student qualifying certificate he shall receive, from the State Department of Education, Albany, N. Y., a blank known as "Form C-D," which blank must be filed with the Registrar of the College of Pharmacy.

APPRENTICE CERTIFICATE

When a student obtains a position in a pharmacy or a drug-store he should apply for an Apprentice Certificate.

Those who have had no previous experience in a pharmacy or drug-store before entering the College of Pharmacy may make application for an apprentice certificate through the school during the first week of the course. Blank forms for making application for apprentice license may be obtained either from the Registrar or from the Board of Pharmacy, Albany, N. Y.

RESIDENCE

Students of the College of Pharmacy are not accommodated in the dormitories on the Campus. List of reputable boarding houses may be consulted in the Office of the Registrar.

ATTENDANCE

Students are required to be in attendance at the beginning of the course, in order to obtain full benefit from the lectures and laboratory work. No student will be admitted later than two weeks after the beginning of the course and must, in each individual subject, be present at least 90% of all the classes in that subject.

The Faculty of the College of Pharmacy reserves the right to terminate the connection of any student with the institution at any time on the ground of mental or moral unfitness for the pharmaceutical profession, or improper conduct while connected with the college.

RECORDS

Transcripts of records are not given to students. It is requested that students send name and address of school they intend to enter and transcript will be mailed to authorities, upon receipt of required fee.

WITHDRAWAL

Honorable dismissal will always be granted to any student in good standing who may desire to withdraw from the College, but no student will be entitled to dismissal without the consent of his parent or guardian submitted in writing to the Dean. Students withdrawing are required to notify the Registrar. Applications for the return of fees must be made in writing at the time of withdrawal.

STUDENT EMPLOYMENT

It is desirable that the students in the College of Pharmacy should be occupied in practical pharmaceutical work during the time when they have no sessions in the College. With that end in view, we have established an employment bureau to secure for our Pharmacy students positions in retail pharmacies as much as possible. Bronx and Westchester Counties offer ample opportunities for this purpose, and we have also been able in the past few years to place many of our students in desirable positions in pharmacies in New York County (Borough of Manhattan) and in Kings County (Borough of Brooklyn). In this connection we want to assure prospective employers that their applications for assistants will receive prompt and very careful attention.

INFORMATION

For information by mail, address the Registrar of the College of Pharmacy, Fordham University, Fordham Road, New York City.

The New York Botanical Gardens, immediately adjoining the grounds of Fordham University, give the best facilities in the State for extensive study of plant life.

The rules and regulations stated in this Announcement and those posted on the Bulletin Boards, signed by the Regent or the Dean, will govern all students of this College of Pharmacy until a new Announcement is issued.

*Courses Offered and Degrees Conferred

Three courses leading to the following degrees in Pharmacy are offered:

"Graduate in Pharmacy" (Ph.G.)

This is a three-year course and leads to the degree of "Graduate in Pharmacy," and qualifies the graduate to meet examinations for the position of "Licensed Pharmacist," in New York State.

"Bachelor of Science in Pharmacy" (B.S. in Phar.)

This is a four-year course and leads to the degree of "Bachelor of Science in Pharmacy," and qualifies a graduate to meet the examination for licensed pharmacist in New York State and for advanced technical and scientific work.

For a limited time, a special course for men, leading to the Bachelor of Science in Pharmacy degree will be offered to students who are graduates of a recognized three-year Graduate in Pharmacy course.

"Doctor of Pharmacy" (Phar.D.)

This course consists of three additional years in the College of Pharmacy, after receiving the B.S. in Phar. degree, and the presentation of a thesis acceptable to the faculty which has been accepted for publication in a pharmaceutical journal.

Requirements for Admission

"GRADUATE IN PHARMACY" AND "BACHELOR OF SCIENCE IN PHARMACY"

Candidates for admission to the "Graduate in Pharmacy" Course or "Bachelor of Science in Pharmacy" Course must present evidence of their graduation, with diploma, from a four-year high school course in a school recognized by the New York State Regents (*Cf.* p. 9 "New York State Qualifying Certificate"). They must also submit a detailed record of their high school work together with certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received less than 75% in their last year of high school. Students must also furnish certificates of good moral character and of honorable withdrawal from the school they last attended.

*Beginning September, 1937, the Ph.G. course will be discontinued in accordance with State law and students entering upon the study of Pharmacy will be admitted only to the B.S. in Pharmacy course.

"DOCTOR OF PHARMACY"

A candidate for the degree of "Doctor of Pharmacy" (Phar.D.), must have successfully completed the course leading to the degree of "Bachelor of Science in Pharmacy," obtained in residence in a college recognized by the New York State Regents.

FEES

Matriculation and Registration, payable only once	$ 5.00
Transcripts of records	2.00
Re-examinations, each subject	5.00
Tuition, Ph.G. course, per year	250.00
Tuition, B.S. in Phar. course, per year	350.00
Tuition, Phar. D. course, per year	350.00
Laboratory, each Department, per year	20.00
Breakage Deposit (returnable)	15.00
Graduation fee	15.00

From the breakage deposit will be deducted pro rata cost of unnecessary damage or loss in the building, equipment, library and on the premises in general, which cannot be collected from individuals responsible for it. The amount remaining will be refunded at the end of the year when the keys and other college property have been returned in good condition.

PAYMENT OF FEES

The registration fee must be paid at the time of registration and is not returnable. The other fees are payable as follows:

Plan I

One-half of fees to be paid in September and one-half in January, following.

Plan II

One-quarter of fees to be paid as follows: September, November, February and April. Dates and amounts due will be posted during year.

A student who fails to meet any payment will be liable to be debarred from attendance.

None of the fees are returnable except at the discretion of the Treasurer of the University, and no rebate will be made until all of the property in the student's possession belonging to the College has been returned in good order.

PROMOTIONS

Advancement from one class to the next requires that the student successfully pass examinations in each subject taught, with an average of not less than 75%.

No promotions are made unless the work of the preceding semester is completely and satisfactorily fulfilled.

A student failing to attain the required percentage in the examinations in not more than ONE MAJOR and TWO MINOR subjects may be permitted, by the Committee on Examinations, to take one re-examination in these subjects. If, at such re-examination, he shall be found deficient in any subject, he must repeat the work in that subject.

A student failing in a majority of subjects must repeat the entire work of that year.

A student may repeat a year or a subject only once during his course.

REQUIREMENTS FOR GRADUATION

All degrees are conferred by the University upon recommendation of the Faculty. Such recommendation is made upon evidence that the student is of good moral character, has complied with all requirements for graduation and has met all financial obligations.

A student must complete the entire course for which he has registered before any degree will be conferred.

ADMISSION TO THE PRACTICE OF PHARMACY

Authorities: Education Law, Rules of the Board of Regents and Regulations of the Commissioner of Education.

GENERAL

To gain admission to the practice of pharmacy the applicant must first present satisfactory evidence that he has met the requirement in preliminary and professional education. He must then pass the licensing examination.

PROFESSIONAL EDUCATION AND EXPERIENCE

To fulfil the professional education requirement the applicant must present evidence of three years of study of pharmacology in a registered pharmacy school and graduation from a registered pharmacy school with the degree of Ph.G. or the equivalent of such degree as determined by the Commissioner.

The course of study in a pharmacy school will not be approved if conditions in more than two subjects are allowed students for promotion from one year's class to the next. The work credited to a student in one pharmacy school shall not be accepted if at the time he was transferred the student had more than two conditions. Transfers from one school to another may be made only at the end of a school year.

To fulfil the requirement in professional experience the applicant must present satisfactory evidence of four years' pharmaceutical experience in a registered pharmacy, one year of which shall have been in the United States, under the personal supervision of a pharmacist and within five years of the date of application.

The actual time spent in a registered pharmacy school may be applied toward the four years' experience as regulated by statute, but in no case shall this experience exceed 24 months. A minimum of 50 hours' experience a week is required. Half time, or 25 hours a week, will be credited a student employed in a registered pharmacy while attending a school other than a school of pharmacy. Less than 25 hours a week may receive proportionate credit.

LICENSING EXAMINATIONS

Examinations for licenses to practice pharmacy are held three times a year at Albany, Buffalo and New York on the following dates:

1935
Jan. 28-31
June 24-27
Sept. 16-19

Application for admission to the examination must be filed with the Professional Examinations Bureau of the State Education Department not less than 20 days and all evidence of pharmaceutical experience not less than 30 days before the examination. Each application must be accompanied by the fee of $10 and be verified by oath. It must show in a manner satisfactory to the Department that the applicant—

(1) Is more than 21 years of age and of good moral character,

(2) Is a citizen of the United States or has formally declared his intention of becoming such citizen,

(3) Has completed the preliminary education requirement above described,

(4) Has completed the requirement in professional education and experience as above described.

A graduate of a registered school of pharmacy, who has not had the four years' practical experience or who is not 21 years of age, may be admitted to the examination in theoretical subjects only. Thereafter, upon the submission of evidence satisfactory to the Department of the completion of the four years' experience and evidence that such applicant is over 21 years of age, he may be admitted to the examination in practical pharmacy upon payment of an additional fee of $10.

The daily program of the examination will be as follows:

Monday

Morning	Afternoon
9.15-12.15	1.15-4.15
Materia medica and botany	Chemistry

Tuesday

Morning	Afternoon
9.15-12.15	1.15-5.15
Practical pharmacy	Practical pharmacy (continued)

Wednesday

Morning	Afternoon
9.15-12.15	1.15-4.15
Economics and pharmaceutical jurisprudence	Toxicology and posology

Thursday

Morning	Afternoon
9.15-12.15	1.15-4.15
Theoretical pharmacy	Pharmaceutical Latin and mathematics

The passing mark in each subject shall be 75 per cent.

Any candidate who takes the complete written examination and fails in not more than one subject need not be re-examined in the other subjects. He shall be considered as conditioned in that one subject and may remove this condition at any subsequent examination without additional fee. In case he fails in more than one subject he shall be re-examined in all subjects. Not more than two complete examinations shall be taken on one fee. An applicant who secures a rating of at least 75 per cent. in practical pharmacy need not be re-examined in that subject except for cause.

PRIZES*

1. Bronx County Pharmaceutical Association Prize:

The Bronx County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded by the Dean in the name of the Association to the student in the College of Pharmacy attaining the best average in the subject of "Pharmacy" during his three years' course.

2. Westchester County Pharmaceutical Association Prize:

The Westchester County Pharmaceutical Association has established a prize, consisting of a gold medal, to be awarded to the student obtaining the best average in the subject of "Operative Pharmacy" during his three years' course.

3. Dr. George Hohmann Memorial Medal:

The Alumni Association of the College of Pharmacy has established a fund for the purpose of awarding a medal to commemorate the splendid work done by the late Professor George Hohmann, Ph.G., M.D., and it is awarded to the student who has done the most in furthering the interests of his class while at Fordham.

4. Alumni Prize:

An "Alumni Medal" is awarded by the Alumni Association to the student having the highest average in all subjects during the three years' course.

5. German Apothecaries' Society Prize:

The German Apothecaries' Society, the oldest pharmaceutical association in the United States, has established a prize, consisting of a gold medal, to be awarded to the student excelling in Practical Pharmacy.

6. New York State Pharmaceutical Association Prize:

The New York State Pharmaceutical Association offers a membership in this body to the student who shows exceptional ability in all the subjects taken in the College of Pharmacy.

7. Peter Diamond Memorial Prize:

The New York Retail Druggists' Association has established a prize, consisting of a gold medal, in memory of the late Peter Diamond, to be awarded to the student attaining the highest average in Economics.

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* All medals are awarded on report of Committees on Examinations and Student Activities.

*PROPOSED SCHEDULE OF COURSES OF STUDY DEGREE OF "GRADUATE IN PHARMACY"

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	3	..	3	Ph-12	3	..	3
Ph-11A	..	3	1.5	Ph-12A	..	3	1.5
Ph-13	2	..	2	Ph-13	2	..	2
Ph-14	1	..	1	Ph-14	1	..	1
Ch-11	4	3	5.5	Ch-11	4	3	5.5
MM-11	2	3	3.5	MM-11	2	3	3.5
MM-12	2	..	2	MM-12	2	..	2
Phys-11	2	..	2	Phys-11	2	..	2
Eth-11	1	..	1	Eth-11	1	..	1
	17	9	21.5		17	9	21.5

SECOND YEAR

Ph-21	3	..	3	Ph-22	3	..	3
Ph-21A	..	4	2	Ph-22A	..	4	2
Ph-23	1	1	1.5	Ph-23	1	1	1.5
Ch-21	4	6	7	Ch-22	4	6	7
MM-21	1	3	2.5	MM-21	1	3	2.5
MM-23	2	..	2	MM-23	2	..	2
Eth-21	1	..	1	Eth-21	1	..	1
	12	14	19.		12	14	19.

THIRD YEAR

Ph-31	4	..	4	Ph-32	4	..	4
Ph-31A	..	4	2	Ph-32A	..	4	2
Ph-33	1	..	1	Ph-33	1	..	1
Ph-34	1	..	1	Ph-34	1	..	1
Ch-31	3	4	5	Ph-35	..	1	0.5
MM-31	..	1	0.5	Ch-31	3	4	5
MM-32	3	..	3	MM-32	3	..	3
MM-33	2	..	2	MM-33	2	..	2
MM-34	1	..	1	MM-34	1	..	1
Eth-31	1	..	1	Eth-31	1	..	1
	16	9	20.5		16	9	20.5

* The above schedule is proposed and may be subject to revision.

*PROPOSED SCHEDULE OF COURSES OF STUDY DEGREE OF "BACHELOR OF SCIENCE IN PHARMACY"

FIRST YEAR

First Semester				Second Semester			
SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit	SUBJ. No.	PERIODS A WEEK Lecture	Laboratory	Semester Hours' Credit
Ph-11	3	..	3	Ph-12	3	..	3
Ph-11A	..	3	1.5	Ph-12A	..	3	1.5
Ph-13	2	..	2	Ph-13	2	..	2
Ph-14	1	..	1	Ph-14	1	..	1
Ch-11	4	3	5.5	Ch-11	4	3	5.5
MM-11	2	3	3.5	MM-11	2	3	3.5
MM-12	2	..	2	MM-12	2	..	2
Phys-11	2	..	2	Phys-11	2	..	2
Eth-11	1	..	1	Eth-11	1	..	1
Math-11	3	..	3	Math-11	3	..	3
	20	9	24.5		20	9	24.5

SECOND YEAR

Ph-21	3	..	3	Ph-22	3	..	3
Ph-21A	..	4	2	Ph-22A	..	4	2
Ph-23	1	1	1.5	Ph-23	1	1	1.5
Ch-21	4	6	7	Ch-22	4	6	7
MM-21	1	3	2.5	MM-21	1	3	2.5
MM-23	2	..	2	MM-23	2	..	2
Eth-21	1	..	1	Eth-21	1	..	1
Biol-25	1	2	2	Biol-25	1	2	2
	13	16	21.		13	16	21.

THIRD YEAR

Ph-31	4	..	4	Ph-32	4	..	4
Ph-31A	..	4	2	Ph-32A	..	4	2
Ph-33	1	..	1	Ph-33	1	..	1
Ph-34	1	..	1	Ph-34	1	..	1
Ch-31	3	4	5	Ph-35	..	1	0.5
MM-31	..	1	0.5	Ch-31	3	4	5
MM-32	3	..	3	MM-32	3	..	3
MM-33	2	..	2	MM-33	2	..	2
MM-34	1	..	1	MM-34	1	..	1
Eth-31	1	..	1	Eth-31	1	..	1
Eng-31	3	..	3	Eng-31	3	..	3
Mod. Lang-31	3	..	3	Mod. Lang-31	3	..	3
	22	9	26.5		22	9	26.5

FOURTH YEAR

Eng-41	3	..	3	Eng-41	3	..	3
Phys-41	3	2	4	Phys-41	3	2	4
Mod. Lang-41	3	..	3	Mod. Lang-41	3	..	3
Bact-41	1	2	2	Bact-41	1	2	2
Ch-41	3	4	5	Ch-41	3	4	5
MM-43	..	4	2	MM-43	..	4	2
Eth-41	1	..	1	Eth-41	1	..	1
	14	12	20		14	12	20

* The above schedule is proposed and may be subject to revision.

Outline of Courses

PHARMACY

Ph-11. THEORY AND HISTORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

Beginning with a brief review of the origin and development of the subject of metrology, the student is gradually introduced to the various systems of weights and measures in use at the present time. Balances are considered in detail as to principle, construction, care and use of same, and these lectures are augmented by demonstrations and practical laboratory exercises.

The physical aspects of Pharmacy are next considered, beginning with a study of Specific Gravity and Specific Volume, and gradually proceeding through discussions on heat, comminution, solution and the various processes used in manufacturing and dispensing.

Finally, the theory of the extraction of drugs is considered, comprising maceration, percolation, digestion, infusion and decoction.

The entire course runs parallel to Ph-11A, a laboratory course in which the theory is exemplified by practical exercises.

Ph-11A. OPERATIVE PHARMACY.

Laboratory course, 3 hours a week for one semester.

This course is intended as an adjunct to Ph-11. The student is supplied with his individual utensils and such apparatus as may be required from time to time. Beginning with practical exercises involving the handling of balances and weighing of substances and the comparison of systems of weights and measures, the student is gradually led up to operations requiring more skill and technique. Experiments in Specific Gravity are carried out and finally exercises illustrating the processes considered in Ph-11.

A laboratory note-book is required and must merit a passing grade.

Ph-12. THEORY AND HISTORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course begins with a systematic study of the theory of galenical pharmacy, the procedures incidental to the preparation of the simpler U.S.P. and N.F. products—with emphasis on nomenclature, active ingredients, both entering into the preparation and those contained in the finished product—mode of preservation and dispensing. A laboratory course (Ph-12A) runs parallel with this course and the student prepares convenient quantities of typical galenicals.

Ph-12A. MANUFACTURING PHARMACY.

Laboratory course, 3 hours a week for one semester.

This course is an adjunct to Ph-12 and consists of the manufacture of many of the simpler preparations of the U.S.P. and N.F., including waters, infusions, decoctions, syrups, mixtures, etc.

The work is supervised by instructors and the finished product rated.

The student is required to keep a detailed account of all preparations and this note-book is rated at the close of the semester.

Ph-13. PHARMACEUTICAL ARITHMETIC.

Lectures and recitations, 2 hours a week for both semesters.

This course begins with a thorough review of fundamental arithmetic.

Conversion of weights, calculation of doses, reduction of formulas, specific gravity and volume, thermometry, percentage and alligation are taken up in detail during lectures.

The student is given many problems to solve during recitations and at stated intervals written exercises are held, thus assuring a thorough groundwork in this all-important phase of Pharmacy.

Ph-14. PHARMACEUTICAL LATIN.

Lectures and recitations, 1 hour a week for both semesters.

A course sufficient in length to meet the requirements of the pharmacist.

The student is familiarized, first, with the reasons for the use of Latin in pharmacy and allied sciences. This is followed by the fundamentals, including declensions of nouns and adjectives, syntax and

construction, conjugation of verbs and use of prepositions and phrases. Cardinal and ordinal numerals are committed to memory, as well as a vocabulary needed by the pharmacist.

Lastly, the prescription is discussed, and the knowledge of Latin applied to the correct writing and translating of same, including directions to the pharmacist and the patient.

Ph-21. THEORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course is a continuation of Ph-12. During this semester the galenicals of the U.S.P. and N.F. are further considered, included among which are liquors, spirits, elixirs, tinctures, masses, pills, etc. A laboratory course (Ph-21A) is run parallel.

Ph-21A. MANUFACTURING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This course is a continuation of Ph-12A, consisting of the manufacture of more complex galenicals. In many instances assay of the products manufactured is carried on by the students in the Chemistry Department, thus affording a check on the accuracy of the student.

Ph-22. THEORY OF PHARMACY.

Lectures and recitations, 3 hours a week for one semester.

This course is a continuation of Ph-21 and concludes with the final consideration of the most complex galenicals of the U.S.P. and N.F. Instruction is also given in large scale manufacture.

Ph-22A. MANUFACTURING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This is an adjunct course to Ph-22 and a continuation of Ph-21A.

Ph-23. PHARMACEUTICAL ECONOMICS.

Lectures and recitations, 1 hour a week for both semesters;
Laboratory, 1 hour a week for both semesters.

The fundamental principles of Commercial Pharmacy are taken up by lectures, demonstrations and recitations. The principles governing the opening or buying of a drug-store are thoroughly discussed. Principles of ordering, checking, arranging, stock-taking and

pricing, as well as packing, delivery, charge accounts and collections are brought out by various methods, including blackboard demonstrations and actual reports and commercial transactions. The fundamental principles of bookkeeping are covered. Each student is required to keep a set of books which must merit a passing grade.

Ph-31. THEORY OF PHARMACY (DISPENSING).

Lectures and recitations, 4 hours a week for one semester.

This course consists of a series of lectures and recitations, embracing the dispensing of prescriptions. Beginning with general lectures on the pharmacy (dispensing department, its location, equipment, etc.), the matter continues to the prescription itself. The relation of the pharmacist to physician and patient is considered as well as general conduct in the handling of prescriptions, confidences involved, etc.

Following these preliminaries, various types of prescriptions are discussed beginning with the simpler ones, as to modes of procedure, etc.

Ph-31A. DISPENSING PHARMACY.

Laboratory course, 4 hours a week for one semester.

This is a laboratory course during which the student receives, compounds and dispenses many prescriptions. He is taught all details incidental to this phase of pharmacy, special attention being paid to accuracy, neatness, etc. The student is required to dispense each prescription to the minutest detail as would be done in a well-conducted pharmacy, including pricing and filing.

Ph-32. THEORY OF PHARMACY (DISPENSING).

Lectures and recitations, 4 hours a week for one semester.

This is a continuation of Ph-31 and also includes a thorough consideration of incompatibilities in prescriptions. By means of lectures and lantern demonstrations, many complicated prescriptions are discussed and methods of compounding and correcting difficulties are considered. Attention is also given to newer remedies, making the study an almost endless one.

Ph-32A. DISPENSING PHARMACY.

Laboratory course, 4 hours a week for one semester.

A continuation of Ph-31A, wherein more complex prescriptions, involving incompatibilities, are considered.

Ph-33. PHARMACEUTICAL JURISPRUDENCE.

Lecture, 1 hour a week for both semesters.

During this course consideration is given to the various National and State Laws and New York City ordinances governing the practice of Pharmacy. The source of the laws, their enactment, application, interpretation and enforcement are thoroughly discussed. Special emphasis is laid upon the Pure Food and Drug Act, Narcotic Law, Postal Laws and the State Education Law.

Ph-34. PHARMACEUTICAL ECONOMICS.

Lecture, 1 hour a week for both semesters.

This is a continuation of Ph-23 from a practical point of view. Overhead gross and net profit, balance sheet, financial transactions and negotiable papers are thoroughly explained and discussed. The various types of insurance are also explained.

Ph-35. MEDICAL APPLIANCES.

Laboratory and demonstrations, 1 hour a week for one semester.

This course will be so treated as to acquaint the pharmacy student with the forms, commercial aspects and therapeutic uses of the common medical appliances.

In these lectures and demonstrations the following will be considered: Appliances used for the application of heat and cold; for irrigation; for hypodermic and other forms of injection; for feeding purposes and for recording temperatures. Atomizers, plasters, bandages, dressings, ligatures, sutures and other miscellaneous appliances will be given detailed consideration.

TEXT-BOOKS IN PHARMACY

United States Pharmacopœia X.
National Formulary.
Pharmaceutical Arithmetic, Stevens.
Commercial Law, Gano.
Pharmaceutical Latin, Muldoon.

REFERENCE BOOKS

United States Dispensary.
National Standard Dispensatory.
Pharmaceutical Praxis, Hager.
Practice of Pharmacy, Remington.
History of Pharmacy, La Wall.
Commercial Pharmacy, O'Connor.

CHEMISTRY

The courses in chemistry are so arranged and conducted as to meet the requirements of the present-day college standards. The work in each of the branches is planned and carried out so that the necessary time is spent on each subject as directed by the University of the State of New York for Pharmacy.

In General Inorganic Chemistry the student is taught the fundamentals of the subject. He also prepares, studies and tests the more common elements and compounds, especially those entering into official substances.

Qualitative Chemistry is a course in which the newer methods of the subject are stressed, especially with regard to their bearing on the testing of official substances. In the second semester, Quantitative Chemistry is given and after a thorough grounding in the fundamentals of this branch, special emphasis is placed on the methods of the U.S.P., for the assay of official substances.

In the third year the course in Organic Chemistry is given. In this course, as in the others, the fundamentals are first considered. Because of the large number of organic pharmaceuticals, this course is given more time to allow for the work of manufacturing, studying and testing not only those substances which are official at present, but many of the substances contained in new and non-official remedies.

Throughout all courses the pharmaceutical aspect of the subjects is emphasized so that the student will get the real concept of Pharmaceutical Chemistry. For advanced students, a course is offered in Physiological Chemistry.

Ch-11. GENERAL INORGANIC CHEMISTRY.
Lectures and recitations, 4 hours a week;
Laboratory, 3 hours a week for both semesters.

Ch-21. QUALITATIVE ANALYSIS.
Lectures and recitations, 4 hours a week;
Laboratory, 6 hours a week for one semester.

Ch-22. QUANTITATIVE ANALYSIS AND DRUG ASSAYING.
Lectures and recitations, 4 hours a week;
Laboratory, 6 hours a week for one semester.

Ch-31. ORGANIC CHEMISTRY.
Lectures and recitations, 3 hours a week;
Laboratory, 4 hours a week for both semesters.

Ch-41. PHYSIOLOGICAL CHEMISTRY.
Lectures and recitations, 3 hours a week;
Laboratory, 4 hours a week for both semesters.

TEXT-BOOKS IN CHEMISTRY

General Chemistry, Holmes.
Laboratory Outline of General Chemistry, Conroy.
Qualitative Chemical Analysis, McAlpine and Soule.
United States Pharmacopœia.
Organic Chemistry Lectures, Conant.
Laboratory Manual, Experimental Organic Chemistry, West.
Quantitative Pharmaceutical Chemistry, Jenkins and Du Mez.
Quantitative Chemical Analysis, Engelder.
Calculations of Quantitative Chemical Analysis, Hamilton and Simpson.
Food Inspection and Analysis, Leach.
Food Analysis, Woodman.
New and Non-official Remedies.

BOTANY AND PHARMACOGNOSY

MM-11. BOTANY.

Lectures and recitations, 2 hours a week for both semesters; Laboratory, 3 hours a week for both semesters.

GROSS BOTANY
VEGETABLE HISTOLOGY

A study is made of the properties and activities of protoplasm, structure and function of leaves, flowers, stems and roots; and the classification of forms which make up the plant kingdom. The course covers the morphology and histology of the higher plants, from which nearly all our crude drugs are derived.

Economic plants yielding drug products are used as far as time permits in both lecture and laboratory to correlate the subject with the study of crude drugs. The rôle of alkaloids, glucosides, resins, volatile oils, fixed oils and cell-inclusion products in general are treated from the standpoint of physiology as well as from the utilitarian view-point in medicine and in the industries.

The two laboratory subdivisions run concurrently in order to secure a proper sequence of topics. The use of the microscopes and various optical apparatus used in food and drug investigations; the preparation of microscopical specimens and common microchemical tests are treated in the laboratory prior to the study of the gross and histological structures.

Both lectures and laboratories are well supplied with charts, models, lantern slides, microprojectors and baliopticons to illustrate all phases of the work in the various subjects of the department.

MM-21. PHARMACOGNOSY.

Lecture, 1 hour a week for both semesters;
Laboratory, 3 hours a week for both semesters.

A complete study of the drugs of the U.S.P. and N.F. that are derived from the vegetable and animal kingdom. The first semester deals with the scope of the subject and the methods utilized in collecting drugs, shipment to market, their adulteration, detection, storage and constituents present.

A study is made of the powdered crude drugs and such other products that enter into the manufacture of foods and spices. Typical type specimens are used to illustrate the various groups. Particular emphasis is placed upon the detection of adulterants as commonly met with in commercial samples. The laboratory is well supplied with equipment enabling the student to start with a drug in the crude state and to carry all processes from milling to the finished product for use in the industries. Complete sets of sectioned materials enable the student to make comparison between powdered material and the plant section as a whole. The seed plants yielding drug products are discussed as to name, source, description, prevailing standards, methods of preservation and their use in medicine. Each student will receive a sample of every drug official in the U.S.P. and N.F. In addition, many samples are furnished of non-official drugs that are used in considerable amounts, both in medicine and in the industries. Identification examinations are held at regular intervals.

MM-34. PHARMACOGNOSY.

Lecture, 1 hour a week for both semesters.
This course is a continuation of MM-21.

MM-43. COMMERCIAL PHARMACOGNOSY.

Laboratory work with occasional lecture, 4 hours a week for both semesters.

This course will consist in the sectioning of plant and food products. The identification of adulterated drugs. The methods pursued in commercial manufacturing plants. Control methods. Micro-chemical reactions and the use of various microscopic equipment in the detection of drugs and spices. The course will cover fundamental requirements for food inspection in both government and commercial houses. Each student will, in addition, be assigned a definite problem to test his fitness for research.

TEXT-BOOKS IN BOTANY AND PHARMACOGNOSY

Text-Book of General Botany, 3rd Edition, Holman and Robbins.
Pharmacognosy, Youngken.
Methods in Plant Histology, Chamberlain.
Microscopic Pharmacognosy, Mansfield.

REFERENCE BOOK

Microscopy of Foods, Drugs and Spices, Winton.

MATERIA MEDICA AND PHYSIOLOGY

MM-12. PHYSIOLOGY AND HYGIENE.

Lectures and recitations, 2 hours a week for both semesters.

The aim of this course is to present the fundamental facts of physiology and anatomy with special reference to the practical application of these subjects to hygiene and pharmaceutical practice. The mode of action of the more widely used drugs and drug preparations is considered.

The course is largely didactic, but includes several demonstrations on animals. The lectures and recitations deal with general physiology, the skeleton, the muscles, circulation of the blood and lymph, respiration, nutrition, internal secretions, the nervous system and the sense-organs.

MM-23. MATERIA MEDICA, TOXICOLOGY AND POSOLOGY.

Lectures and recitations, 2 hours a week for both semesters.

This course familiarizes the student with most of the terminology used to describe the action, properties and uses of drugs considered in the more advanced courses. The average dosage of the U.S.P. and N.F. drugs is considered with the object of teaching the student to recognize an overdose in actual prescription practice. It includes the methods of standardization of dosage, the calculation of dosage in the metric and apothecary systems and considers the conditions which alter the dosage, *e.g.,* age, weight, habit, idiosyncrasy, time and mode of administration, cumulative action, rate of excretion, etc.

The student is well impressed at this time with the important idea that these courses in Materia Medica are not intended to train "counter-prescribers," but to educate pharmacists so that they may co-operate with the medical profession in their service to humanity. A lecture course embracing a study of the nature, symptomatology and detection of poisons with their antidotes and treatment. The course continues with a general discussion including history of toxicology, definitions and terminology. The poisons are classified and treated in groups, *e.g.,* gases, metals, acids, bases, salts, organic compounds, alkaloids, glucosides, etc.

The course continues with lectures pertaining to the application of remedial agents in the treatment of disease, considering particularly the remedies intended for external use.

MM-31. FIRST AID.

Laboratory and demonstration, 1 hour a week for one semester.

This course includes a study of the principles of first aid. The methods of applying simple bandages and the proper handling of first aid cases, (*e.g.,* burns, hemorrhages, fractures, poisoning, unconsciousness, etc.) as may come within the province of the pharmacist in an emergency, are carefully considered. First aid to the injured is described as the bridge between the accident and medical assistance, and over this bridge the injured person is to be carried from the place of injury to the place of treatment.

MM-32. MATERIA MEDICA AND TOXICOLOGY.

Lectures and recitations, 3 hours a week for both semesters.

This course is a continuation of MM-23, embracing general therapeutics—the application of curative agents other than drugs and medicines; rational therapeutics—based on pharmaco-dynamics; empirical therapeutics—based upon clinical experience. The official drugs receive ample attention. Time is dedicated to the study of newer remedies.

A drug typical of a group is taken up in class and its action discussed. Experimental pharmacology is performed whenever convenient. The broad principles of drug action are emphasized, rather than the actual practice, which solely concerns the physician. The toxicology and posology of all the various groups are considered in detail.

MM-33. MICROBIOLOGY.

Lectures and recitations, 2 hours a week for both semesters.

The subject will be so treated in the lectures that the prospective pharmacist may be placed in a position to answer more intelligently questions concerning professional problems with the medical professions. In these lectures the following will be considered: commonly found micro-organisms and their significance, terms commonly employed in bacteriological routine as given in the U.S.P. and N.F., stains and staining solutions; a thorough discussion of sterilization, disinfection and fumigation; elementary immunology, and infection and biological products.

TEXT-BOOKS IN MATERIA MEDICA AND PHYSIOLOGY

Elementary Materia Medica and Posology, Piccoli.
Elementary Physiology, Burton-Opitz.
Text-book of General Microbiology, Giltner.
Action and Uses of Drugs, Piccoli.
Text-book of General Bacteriology, Hiss and Zinsser.
Animal Biology, Shull.
Clinical Diagnosis by Laboratory Methods, Todd and Sanford.

ETHICS

Eth-11. ETHICS.

Lecture, 1 hour a week for both semesters.

Preparatory to the course in ethical problems, there will be a course of two semesters, including the principles of logic, syllogism, truth, falsity and certitude; existence of God. Problems of life. Nature of Man.

Philosophy, logic, natural and acquired. Simple apprehension and judgment. Reasoning. The syllogism, truth and falsity. Certitude, metaphysical, physical and moral. Objective evidence. The senses. Intellect, reason. Memory. Human testimony. Existence of God. Origin of the world. Laws of nature. Properties of bodies. The problem of life. Nature of man. Difference between man and brute. The soul. Free will.

Eth-21. ETHICS.

Lecture, 1 hour a week for both semesters.

General Ethics.—Definition, nature, object, scope. False theories regarding the fundamental principles of ethics. The ultimate intrinsic end of man, beatitude. The ultimate extrinsic end of man, God's external glory. Goodness, proximate norm, rational nature; ultimate norm, Divine nature. Determinations of goodness. The human act. Imputability. Merit. Morality of the human act. The norm of morality. External norm, law, eternal and natural, positive; obligation, Divine and human. Internal norm, conscience. Character. Theological and moral virtues.

Special Ethics.—(1) Duties to God. Interior and exterior worship. Obligation of accepting Divine Revelation. (2) Duties to self. Acquisition of knowledge essential to eternal welfare and performance of duties of life. Duties to preserve health and life. (3) Duties to others. Respect for rights of others to intellectual and moral integrity, to health and life, to good name and property. (4) Right to material things. Right of private property. Ownership. Socialism and collectivism.

Eth-31. ETHICS.

Lecture, 1 hour a week for both semesters.

Society in General.—(1) Definition, nature, origin. Material and formal elements. Kinds of society. (2) Domestic society. Conjugal: nature, primary and secondary purposes. Essential properties, unity and indissolubility. (3) Parental society: primary purpose, education of children. Right of education of children belongs to parents alone. Duty of civil and religious society. (4) Industrial society. Wages, individual and general norms. (5) Civil society. Origin, genetic, his-

torical, juridical. End. (6) The State. End. Primary purpose, to secure the rights and liberty of its members; secondary purpose, to afford equitably the opportunities socially necessary for temporal prosperity. Civil authority. (7) Government, functions and form. Purposes of government. Forms of government. (8) The State and conscience. Liberty of conscience. (9) The Church and State. Their relations. (10) International right. Ethical and juridical duties and rights of nations. International law.

Eth-41. ETHICS.

Lecture, 1 hour a week for both semesters.

Special Ethical Problems.—Review of the fundamental principles of morality; application of these principles in the practice of pharmacy; destiny of man; sacredness of human life. Stress is laid on those problems which may arise in the course of a pharmacist's practice when expediency might suggest methods of procedure which would be contrary to right reason and morality.

ENGLISH

Eng-31. ENGLISH COMPOSITION.

3 hours a week for both semesters.

This course has two aims: (a) to develop in the student the ability to write correctly and effectively; (b) to accustom him to read intelligently. Themes are written every week upon subjects concerning which the students are believed to have definite ideas, and a considerable amount of outside reading is required each term.

Eng-41. ENGLISH LITERATURE.

3 hours a week for both semesters.

The leading works in the several periods of English literature are studied as expressive of national life and thought and of universal ideals and aspirations. The course aims to show the value of literature as an interpretation of life. Particular attention is given to the great men and their chief works from the Fourteenth to the Nineteenth Centuries, inclusive.

MODERN FOREIGN LANGUAGES

French or German

French 31. FRENCH.

3 hours a week for both semesters.

Prescribed for those offering French for entrance. Review of the essentials of grammar with readings from standard classical and scientific authors.

French 41. FRENCH.

3 hours a week for both semesters.

This course is a continuation of French 31, with further readings from standard classical and scientific authors.

Mod. Lang. 31. ELEMENTARY GERMAN.

3 hours a week for both semesters.

A thorough study of the basic principles of grammar, drill in pronunciation and easy readings stressing the German idiom and suited to the maturity of college students. The aim of this course is to enable the student to gain a reading and speaking knowledge of simple German.

TEXT-BOOK

College German, Evans and Röseler.

Mod. Lang. 41. GERMAN.

3 hours a week for both semesters.

This course is a continuation of German 31. A review and amplification of grammatical principles and readings more advanced in content and style. Also an introduction to Scientific German with readings from leading scientific authors.

TEXT-BOOKS

A Second German Book, Betz and Holzwarth.
German Science Reader, Gore.

MATHEMATICS

Math-11. MATHEMATICS.

3 hours a week for both semesters.

It is the purpose of the courses in Mathematics to furnish the B.S. student with a solid foundation that will aid him in the better understanding of the theoretical work and the solution of problems which he meets in the advanced courses in Physics and Chemistry.

The subjects treated are Algebra, Trigonometry, Analytical Geometry and Differential Calculus. The courses are thorough and comprehensive and sufficiently rigorous to prepare the student who may desire to take more advanced mathematical courses after receiving his degree.

TEXT-BOOKS

College Algebra, Wentworth.
Trigonometry, Wentworth and Smith.
Analytical Geometry, Wentworth.
Calculus, Granville.

PHYSICS

Phys-11. PHYSICS.

Lectures and recitations, 2 hours a week for both semesters.

A comprehensive treatment of elementary college Physics. Special emphasis is placed on the subject as it relates to the successful study of Pharmacy.

Phys-41. PHYSICS.

Lectures and recitations, 3 hours a week;
Laboratory, 2 hours a week for both semesters.

The subjects treated in the lectures of this course are: statics, kinematics, dynamics, sound, heat, light, electricity and magnetism, with special emphasis on the mathematical phases of the subject-matter.

The laboratory course consists of experiments designed to acquaint the student with the use of instruments and apparatus, a knowledge of which is most essential to a successful pursuit of the study of Pharmacy.

Among some of the more important units are the barometer, specific gravity outfits, the chemical balance, the various types of calipers, the spectrometer, x-ray machine, electrolysis outfit, the polariscope, etc.

TEXT-BOOKS IN PHYSICS

A Text-book of College Physics, Volume I, Mechanics and Heat and Sound, McNiff.

A Text-book of College Physics, Volume II, Light, Electrostatics and Electricity, McNiff.

BIOLOGY

Biol-25. GENERAL ZOOLOGY AND COMPARATIVE ANATOMY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for both semesters.

First Semester:

In the first part of this course the subject-matter is designed to give the student an elementary knowledge of the basic principles of biology. The latter part of the course is mainly devoted to the study of the structure and parasitology of the invertebrates, with dissections of representative types in the laboratory, including numerous protozoans, hydra, the earthworm, lobster, grasshopper and clam.

Second Semester:

The course continues with the study of the simpler vertebrates and proceeds to the higher forms. The more important laboratory types dissected in the laboratory are amphioxus, shark, frog, pigeon and cat.

BACTERIOLOGY

Bact-41. GENERAL BACTERIOLOGY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for both semesters.

The course is divided into two parts: General Bacteriology considering the biological properties of bacteria in general, methods and technique for study and investigation. Preparation of stains and culture media. The second part takes into careful consideration pathogenic micro-organisms and parasitology. Here we deal with pathogenic micro-organisms in general, bacteriological examination of milk, water, soil, sewage, air, urine, sputum, blood, spinal fluid, transudates and exudates, pharmaceuticals, and food-stuffs. The standardization of chemical disinfectants and technique of chemical disinfection. The preparation of bacterial vaccines and therapeutic sera. The preparation and use of bacterial diagnostic aids such as tuberculin, etc.

SPECIAL COURSES

Any course given in the regular curriculum may be taken as a separate special course by applicants who are adequately qualified. Some of the special courses, that are not a part of the regular curriculum, follow:

CLINICAL MICROSCOPY AND PARASITOLOGY.

Lectures and recitations, 1 hour;
Laboratory, 2 hours a week for two semesters.

This course teaches the practical laboratory methods of examination of sputum, blood, feces, urine, transudates, exudates, milk, cerebro-spinal fluid, etc., with their clinical value and practical applications as an aid to the medical profession in the diagnosis and study of disease. Basal metabolism, animal inoculation, blood grouping and blood research are considered in detail. A great deal of this work is done on hospital specimens.

The parasites (blood, intestinal, etc.) of temperate, sub-tropical and tropical regions are considered in detail. The development, structure and mode of transmission of the more common parasites are taken up and practical demonstrations in the laboratory supplement the lectures.

Prerequisite: Graduate in Pharmacy or equivalent.

ADVANCED CLINICAL MICROSCOPY, BACTERIOLOGY AND SEROLOGY.

Lecture and recitation, 1 hour;
Laboratory, 2 hours a week for both semesters.

This is an advanced course for students who have completed courses in Clinical Microscopy and Bacteriology.

The course includes regional bacteriology in health and disease: eye, nose, pharynx, mouth and teeth; trachea and bronchi; feces, urine and genito-urinary exudates; cutaneous lesions, etc. The special methods applicable in each instance, including the preparation of bacterial vaccines.

Advanced hematology and clinical microscopy will include: special blood examinations, such as the reticulocyte count, blood sedimentation time, fragility tests; the Ascheim-Zondek and Friedman tests.

The serological methods will include the study of immunity, toxin and antitoxin, agglutinins, precipitins, cytolysins, complement fixation, compatibility of blood for transfusion and the colloidal gold test.

There will be practical laboratory study of the bacteriophage phenomenon, technic of culture, filtration, enhancement of lytic power of the bacteriophage and its practical application in therapy.

CLASS ORGANIZATIONS

Each class is organized into a "Class Organization," to which all the students of that class are eligible. At the weekly meetings papers are read and discussed by the students and guests. This feature is encouraged by the Faculty who assist in directing the discussions and help in conducting the meetings on parliamentary lines. This is intended to broaden the student's training and to foster a fraternal, co-operative spirit among the students and to awaken their interest in pharmaceutical associations to which Pharmacy owes a debt which it never can amply repay.

ALUMNI ASSOCIATION

The Alumni Association of Fordham University College of Pharmacy was organized May 15, 1915, for the purpose of advancing and encouraging scientific study in the various allied branches of Pharmacy among its members.

Meetings of Alumni Association

Meetings are held at stated intervals.

The Alumni Association co-operates with the Employment Bureau of the College, and is very active in procuring positions for worthy students. A bureau of general pharmaceutical information is maintained for the members.

The dues of the Association have been fixed at five dollars for life. Membership, for which each member receives an engrossed certificate of membership, entitles each member to full privileges as outlined in the Constitution.

It is strongly urged that all members of the graduating class affiliate before leaving the College, thus showing their interest in the College and its Alumni.

Officers of the Alumni

President.....Leonard J. Piccoli, '25
Vice-President.....William P. Ganbarg, 34
Secretary.....Reuben Cheron, '30
Treasurer.....Otto F. A. Canis, '14
Recorder.....Raymond F. X. James

Members of the Alumni Association are requested to notify the Recorder of any change of address, in order that we may keep our files corrected to the minute.

PRIZES AWARDED

June 11, 1934

Bronx County Pharmaceutical Association Prize
awarded to Abraham Frank

Westchester County Pharmaceutical Association Prize
awarded to William P. Ganbarg

Dr. George Hohmann Memorial Medal
awarded to William P. Ganbarg

Alumni Prize
awarded to Fred Orbach

German Apothecaries' Society Prize
awarded to Bernard Kopald

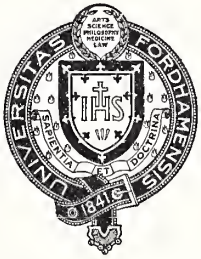
Membership in New York Pharmaceutical Association
awarded to Christian Morante

PART IX

CATALOGUE
SCHOOL OF SOCIAL SERVICE

Fordham University

School of Social Service



ANNOUNCEMENT

1935 - 1936

Under the patronage of
HIS EMINENCE
PATRICK CARDINAL HAYES, D.D.
Archbishop of New York

Woolworth Building
NEW YORK, N. Y.

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Cardinal's Residence
452 Madison Avenue
New York

July 17, 1931.

Reverend Aloysius J. Hogan, S.J., Ph.D.,
President, Fordham University,
New York City.

Dear Father Hogan:

I give my most cordial endorsement to the Fordham School of Sociology and Social Service. I have been deeply interested in the School from its beginnings. In fact, it was in answer to my earnest wish that the University added this additional department to its curriculum. It gratifies me to learn that the School is making excellent progress. That it fills a great need goes without saying.

Our Catholic Charities, here and elsewhere, need trained and devoted workers. The principles which guide our work for the poor are eternal and unchangeable, but every age demands the methods best suited to its problems. In our day the study of sociology and social science occupies an increasingly important place in the curricula of our secular universities. But they build on the shifting sands of time who build merely on man alone! Beneath the figure of the most lowly, the most neglected, the most sinful, is to be found the image of our Divine Master, if one will only dig deep enough. Catholic Social Science will do all things for the individual that secular social science can do, but it will and must go further and help to save the soul of the one with whom it comes into contact. It will do this because of the basic principle motivating all our work: love of God and love of neighbor; because that neighbor is created in God's image and has an eternal destiny.

The Charity of the Church is to-day as vast and as varied as are the social ills that afflict humanity. Our Divine Lord through His Church is helping to solve, with His grace and benediction, the problems that beset the individual and the family, and by so doing is solving the ills that trouble the world. We need the highest standards of training and technique surcharged with the age-old principles of the Holy Mother Church given to her by Her Divine Founder, if we are to measure up here in America to our opportunity. The Fordham School of Sociology and Social Service can do much to restore souls to Christ by sending forth workers into the field of social and charitable activity, thoroughly trained—first, in religious principles, and, secondly, in the latest methods of social science.

I, therefore, recommend the School once more to the attention of the Clergy of the Archdiocese, and bespeak their earnest co-operation in its future development. It would please me very much if some of the younger Priests would take these courses at Fordham, and thus fit themselves in a special way for better co-operation in the parishes with the work of Catholic Charities. In particular, I most earnestly commend the School to the Superiors of our Religious Orders engaged in Social Service. Our devoted Sisters are doing remarkable work, but their effectiveness for the saving of immortal souls will be made far more fruitful for Christ if the Sisters intended for work in our Child-caring Homes, Hospitals, Day Nurseries, Settlements, etc., are directed to take the complete course at Fordham. Our young men and women, too, privileged by God in receiving higher education in Catholic Colleges, ought to be actively encouraged by their teachers to enter into Social Service. The poor of God's Church need them, and nothing would please me more than to know that our Catholic Colleges were sending some of their graduates yearly into this field.

With a blessing on the School, its faculty and its students, I am,

Faithfully yours in Christ,

✠ PATRICK CARDINAL HAYES,
Archbishop of New York.

OFFICERS, 1935-1936

Very Rev. Aloysius J. Hogan, S.J., Ph.D. (Cantab)
President

Rev. Edward S. Pouthier, S.J., L.S.S. (Louvain)
Dean

Rev. Joseph T. Keating, S.J.
Treasurer

Edward L. Curran, Ph.D.
Registrar

Mrs. Mabel H. Mattingly, M.S. (Soc. Admin.)
Miss Anna E. King, M.S. (Soc. Admin.)
Associate Professors and Co-Directors of Field Work

FACULTY, 1935-1936

Charles F. Bolduan, Public Health, 1928 —

M.D., Columbia University; Director, Bureau of Health Education, Department of Health, City of New York; Surgeon (R), U. S. Public Healtb Service; Lecturer in Public Health, New York University; formerly Professor of Bacteriology and Hygiene, Fordham University Medical School; Lecturer in Preventive Medicine and Hygiene, College of Physicians and Surgeons, Columbia University; Fellow of the American Public Health Association; Member of the Deutschen Gesellschaft für Geschichte der Medizin und der Naturwissenscbaften.

Dorothy L. Book, Social Case Work, 1933 —

B.A., Butler University, 1924; New York School of Social Work; Family Welfare Society, Indianapolis, 1924-1925; New York Charity Organization Society, 1925-1928; District Secretary, Brooklyn Bureau of Charities, 1928—; A. A. S. W.

Thomas W. Carey, Medical Information for Social Workers, 1931 —

B.A., College of St. Francis Xavier, 1907; M.D., Medical College, Cornell University, 1911; Assistant Resident Physician, Willard Parker Hospital, 1914-1915; Assistant Attending Physician, St. Vincent's Hospital and New York Foundling Hospital, 1918—; Instructor in Contagious Diseases, New York University Medical College, 1920-1925; Attending Physician, St. Vincent's Hospital, 1926—.

W. Bruce Cobb, Legal Aspects, 1929 —

LL.B., Columbia Law School, 1900; Secretary of the Board of Water Supply, 1914-1915; City Magistrate, 1915-1925; Secretary of Courts Committee of Brooklyn Bureau of Charities under grant from Russell Sage Foundation, 1926; Director of Survey entitled "Report of Joint Committee for the Study of Legal Aid of the Association of the Bar of the City of New York and the Welfare Council of New York City"; Author of "Inferior Criminal Courts Act, annotated"; revised book, "Laws on Sex Morality in New York City," A Study of the Administration of Probation for tbe New York State Crime Commission through the Sub-Commission on Adjustment of Sentences; Attorney-in-Chief of the Legal Aid Society of New York.

EDWARD L. CURRAN, Group Work, 1927 —

Diploma, Bridgewater Massachusetts State Normal School, 1901; A.B., Boston College, 1913; A.M., 1914; Ph.D., Fordham University, 1930; Secretary, Board of Trustees, East Bridgewater Public Library, 1900-1904; Member, East Bridgewater School Committee, 1901-1904; Principal, House of Reformation, Boston, 1904-1908; Director, Columbus Avenue Playground, Boston, 1908-1910; Superintendent, Boston Newsboys' Club, 1910-1923; Secretary, Loyola Musical Society, 1913-1914; Secretary, Federated Boys' Club of America, 1913-1915; Chairman, Mayor's Committee on Athletics and Recreation, Boston, 1925-1926; President, Citizens' Public Celebrations Committee of Boston, 1926-1927; A. A. S. W.

ANN DOYLE, Public Health Nursing, 1930 —

R.N., Georgetown University School of Nursing; B.S., Columbia University; Diploma in Organization and Supervision of Public Health Nursing; sometime Lecturer in Public Health Nursing, Universities of Washington, Oregon, George Washington; Director of various nursing divisions of the U. S. Health Service during the World War.

REV. PAUL J. FAUSTMANN, Sociology, 1932 —

Innsbruck University, Austria, 1922-1925; B.A., St. John's College, Brooklyn, 1928; M.A., St. John's College, Brooklyn, 1929; Lecturer, Medical Ethics, Catholic Training School for Nurses, Diocese of Brooklyn; Chaplain, Catholic Physicians' Guild, Diocese of Brooklyn; Member, Board of Managers, St. Charles Hospital for Blind, Crippled and Mentally Defective Children, and St. Joseph's Hospital, Far Rockaway; Vice-President and Executive Member, Board of Managers, St. Catherine's Hospital, Brooklyn; Member, Executive Committee, New York City Committee on Mental Hygiene, and Mental Hygiene Section of the Welfare Council; Associate Director, Catholic Hospitals, Diocese of Brooklyn.

GLADYS FISHER, Public Welfare Administration, 1933 —

A.B., Vassar College, 1911; Graduate, Chicago School of Civics and Philanthropy, 1912; Agent, Columbia County for State Charities Aid Association, 1912-1918; Case Work Supervisor, Westchester County Home Service, American Red Cross, 1918-1921; Assistant Director, Department of Child Welfare, Westchester County, 1921-1923; Director, Department of Child Welfare, 1923—; Director of Old Age Relief, Westchester County, 1931—; A. A. S. W.

WILLIAM J. HARPER, Criminology and Penology, 1930 —

St. Laurent College, Montreal, 1910; B.S. Ed., Brown University, 1921; M.Ed., Rhode Island College of Education, 1923; Teacher in Montreal, Providence, R. I., and Riverpoint, R. I.; Superintendent of Schools, North Providence, and Bristol, R. I.; Secretary of the Westchester County Council of Social Agencies; Member of Special Social Work Classification Committee, Westchester County; President, Crestwood Parent-Teachers' Association; Chief State Probation Officer of the State of Rhode Island; Director of Probation, Westchester County, N. Y., 1930—; A. A. S. W.

ANNA E. KING, Social Case Work, 1934—

Syracuse University, A.B., 1919; School of Applied Social Sciences, Western Reserve University, M.Sc., 1926; Cleveland Children's Bureau, 1923-1924; Visitor, Sisters of the Good Shepherd, Cleveland, Ohio, 1924-1926; Supervisor, Cleveland Children's Bureau, 1926-1930; Instructor in Child Welfare, School of Applied Social Sciences, 1930-1934; Member, Committee on Child Welfare Training of the American Association of Schools of Social Work, 1931-1933; Member, Regional Committee on Education and Training of Child Welfare League of America; Vice-President, Catholic Conference on Family Life; Instructor, Sisters' College, Cleveland, O., Summer, 1934; A. A. S. W.

REV. NICHOLAS J. LANGENFELD, Social Work and Religion, Labor Problems, 1934 —

A.B., St. Lawrence College, Wisconsin, 1922; M.A., St. Francis' Seminary, Wis., 1925; Doctor of Philosophy, 1930; Doctor of Canon Law, Rome, 1931; Licencié és Sciences Sociales, Louvain, 1932; Diplomé, Academy of International Law, The Hague, 1933; Director, St. Vincent de Paul Conference, Wisconsin, 1925-1929.

Michael P. Lonergan, Psychiatry, 1927 —

B.S., University of Utah; M.A., Columbia University; M.D., Cornell University Medical College; Director, Clinical Psychiatry, Manhattan State Hospital; Clinical Psychiatrist, New York Hospital; Instructor in Psychopathology, Columbia University; Instructor in Psychiatry, Cornell University Medical College; Fellow, American Psychiatric Association; Member, New York Society of Clinical Psychiatry; Member, American Medical Association; Member, Ortho-Psychiatric Association; former President Ward's Island Psychiatric Society; Expert Examiner, Municipal Civil Service Commission, New York City; Consulting Visiting Neuro-Psychiatrist, St. Vincent's Hospital.

Ruth K. Lynch, Psychiatric Social Work, 1933 —

A.B., Syracuse University, 1925; Graduate, New York School of Social Work, 1932; Division of Families, Catholic Charities, Archdiocese of New York, 1925-1926; Supervisor, Catholic Charities of the Diocese of Syracuse, 1926-1928; Graduate Student, Columbia University, 1929; Supervisor, Department of Social Service, The Neurological Institute of New York, 1930—; A. A. S. W.; A. A. P. S. W.

Mabel H. Mattingly, Child Welfare, 1933 —

A.B., Trinity College, 1907; M.Sc. (Soc.Adm.), Western Reserve University, 1926; Special Investigator, United States Bureau of Labor, 1907-1909; Field Worker, New York State Factory Investigation, 1912-1913; Visitor and Supervisor, Cleveland Children's Bureau, 1921-1926; Instructor, Child Welfare, Western Reserve University, 1926-1927; Assistant Professor, 1928-1933; Member, Dependent and Neglected Children Committee, White House Conference, 1930; Special Study on Care of Unmarried Mothers, Welfare Council of New York City, 1931; Chairman, Committee on Children, National Conference Catholic Charities, 1933; Member, National Executive Committee, A. A. S. W.; Member, Executive Committee, American Association of Schools of Social Work, 1934—; A. A. S. W.

Rev. John P. McCaffrey, Social Psychology, 1926 —

B.A., St. Joseph's Seminary, 1919; M.A., Fordham University, 1923; Chaplain, Sing Sing Prison, N. Y., 1924—; President, N. Y. State Chaplain's Association, 1931; President, Chaplains' Association of American Prison Association, 1932.

Rev. Edward R. Moore, Community Problems, 1924 —

B.A., 1915, M.A., 1921, Ph.D., 1923, Fordham University; Director, Division of Social Action, Catholic Charities of the Archdiocese of New York, 1923—; Chairman, Committee on Social and Economic Activities, National Conference of Catholic Charities, 1927; Member, Executive Committee, City Conference on Charities and Correction, 1927-1928; Member, Executive Committee of Council on Adult Education, 1924; Chairman of Committee on Catholic Activities for New York Boys' Week, 1924-1925; Director, St. Peter's Survey, 1923; Member of Joint Committee of the Welfare Council and United Neighborhood Houses for the Study of Settlement Houses in New York; Secretary, New York Archdiocesan Council of the Legion of Decency; Member, New York City Housing Authority, 1934—; Professor, Fordham University Graduate School, 1920—; A. A. S. W.

Frank J. O'Brien, Mental Hygiene, 1932 —

B.A., Holy Cross College; M.A., Ph.D., Clark University; M.D., University of Louisville; Psychological and Research Interne, Psychopathic Hospital, Boston; Conducted surveys for National Committee for Mental Hygiene; Ten years, Medical Director of Louisville Psychological Clinic, and at various times Director of Bureau of Mental Health, Kentucky State Board of Health; Instructor, Department of Psychiatry, College of Medicine, University of Louisville; Membership in American Medical Association; American Psychiatric Association; American Orthopsychiatric Association; Executive Committee, American Association of Mental Hy-

giene Executives; Memher, Child Welfare Division, White House Conference; Executive Committee, New York City Committee on Mental Hygiene and Mental Hygiene Section of Welfare Council; Assistant Director and Chief Psychiatrist, Bureau of Child Guidance, Board of Education, City of New York; A. A. S. W.

REV. EDWARD S. POUTHIER, S.J., History of Social Work, 1929—

B.A., 1917; M.A., 1918, Woodstock College; Licencié és Sciences Sociales (Louvain); Instructor in Political Science and Community Problems, Fordham University, 1918-1922; Principal, Canisius High School, Buffalo, N. Y., 1926-1928; Memher, Caritaswissenschaft Institut, University of Freihurg, 1932-1933; American Correspondent, l'Union Catholique internationale de Service Social, 1932—; Memher, Committee on Professional Education for Social Work, National Conference of Catholic Charities, 1934—; Assistant Dean, 1929-1934.

MARY A. RILEY, Medical Social Work, 1934—

A.B., Goucher College, 1927; M.A., Catholic University, 1929; Graduate, National Catholic School of Social Service, 1929; Social Service Department, Medical and Surgical Clinic, Johns Hopkins Hospital, 1929-1932; Director, Social Service Department, Lying-In Hospital, affiliated with New York Hospital, Cornell Medical School, 1932—; A. A. M. S. W.

GEORGE L. WARREN, Social Legislation, 1929—

B.A., Harvard University, 1910; Secretary, Joint Department of the Associated Charities and the Provident Association for Helping Homeless Men, Boston, 1908-1914; District Secretary, Associated Charities, Charlestown District, Boston, 1914-1916; General Secretary, Bridgeport Charity Organization Society, Bridgeport, Conn., 1916-1919; Chairman, Bridgeport Chapter, American Red Cross, 1919-1922; Chairman, Budget Committee, Bridgeport Community Chest, 1924-1929; Secretary, Connecticut State Conference of Charities and Corrections, New Britain, Conn., 1919; Vice-President, Bridgeport Family Welfare Society, 1919—; Vice-President, Connecticut Society for Mental Hygiene, 1928—; Director, American Branch International Migration Service; A. A. S. W.

SPECIAL INSTRUCTORS, 1934-1935

GERALDINE BASSETT ..... *Social Case Work*
Precinct Administrator, Emergency Home Relief Bureau

ELIZABETH COSGROVE ..... *Social Case Work*
Supervisor of Boarding Homes, Westchester County, Department of Child Welfare

ANNE CULLIGAN ..... *Social Case Work*
Case Supervisor, Emergency Home Relief Bureau

AGNES D. DRUMMOND ..... *Social Case Work*
District Secretary, Roseville District, Social Service Bureau of Newark, N. J.

JOSEPH F. KUBIS ..... *Psychology*
Instructor, Department of Psychology, Graduate School of Fordham University

MADELINE N. MOORE ..... *Social Case Work*
Social Worker, New York State Psychiatric Institute

SPECIAL LECTURERS, 1934-1935

Mrs. Ida Anderson, Supervisor of Volunteers, Department of Child Welfare, Westchester County.

Mary E. Austin, Secretary, Recreation Activities, Welfare Council, of New York.

Alice Conway, Community Organizer, Girl Scouts, Inc.

Paul Maholchic, Director, Camp Hayes, Catholic Charities, New York.

Weaver W. Pangburn, Director of Public Information, National Recreation Association.

Mabel Shannon, Promotion Secretary, Archdiocese of New York, Girl Scouts, Inc.

Dr. Ray O. Wyland, Director of Education and Relationships, National Council, Boy Scouts of America.

SOCIAL AGENCIES, 1934-1935

Providing Field Work Facilities and Training

Family Service

Associated Catholic Charities of the Diocese of Newark.
Brooklyn Bureau of Charities.
Catholic Charities of the Archdiocese of New York.
Catholic Charities of the Diocese of Brooklyn.
Catholic Social Service Bureau, New Haven, Conn.
Department of Public Welfare, Mt. Vernon, N. Y.
New York City, Emergency Home Relief Bureau.

Child Care

Associated Catholic Charities of the Diocese of Newark.
Catholic Guardian Society, New York City.
Catholic Home Bureau for Dependent Children, New York City.
Hebrew Orphan Asylum of the City of New York.

Probation and Parole

New York State, Executive Department, Division of Parole.

Psychiatric Social Work

Catholic Charities Guidance Institute, New York City.
Neurological Institute, New York City.

Medical Social Work

Misericordia Hospital, New York City.
New York Hospital.
New York Post-Graduate Medical School and Hospital.

The School welcomes this opportunity to express its sincere appreciation to the above agencies for their helpful participation in its program of social work education.

GENERAL INFORMATION

The Fordham University School of Social Service is a graduate professional school, providing a standard curriculum of education for men and women, who desire training for future work in private social agencies or public welfare bureaus. It is a member of the American Association of Schools of Social Work. The School is under Catholic auspices, but is open to students of all beliefs. It seeks to combine the Catholic outlook on life with the best standards of thought and practice in the field of social service.

History

The School of Sociology and Social Service was organized in 1916 under the patronage of His Eminence, Patrick Cardinal Hayes, then Auxiliary Bishop of New York, with Reverend Terence J. Shealy, S.J., as its first Dean. Intimately associated with them were Reverend Joseph Mulry, S.J., then President of the University, and many members of the Society of St. Vincent de Paul, notably Thomas M. Mulry and Edmond J. Butler. The School began with evening sessions, but day classes were added the following year. In 1922 a close tie-up was effected with Catholic Charities of the Archdiocese of New York, which thenceforth not only placed its extensive and valuable field work facilities at the disposal of the School, but also allowed its departmental heads to serve on the School faculty. Subsequently, co-operative arrangements were made also with Catholic Charities of the Diocese of Brooklyn, Associated Catholic Charities of the Diocese of Newark and other local social agencies.

During the first ten years of its existence, the School functioned as a department of the Manhattan Division of Fordham University. In 1927 it became an independent administrative unit, was given its own Dean and staff, and moved to separate quarters. Two years later the School acquired membership in the American Association of Schools of Social Work. In September, 1931, college graduation became an academic requirement for admission to the course for the diploma. The School was honored on April 11, 1932, by a special letter of commendation from His Holiness, Pope Pius XI. In 1934, as an indication of increased emphasis on professional training, the name of the School was changed to the "Fordham University School of Social Service."

Location and Facilities

The School is located on the eighth floor of the Woolworth Building, an ideal transportation center for the metropolitan area. Its situation in New York City gives the School a distinct advantage in respect to training opportunities, visits of inspection and worth-while professional contacts. Greater New York is perhaps the foremost center of social work activity in the world. It has over 1,200 private social agencies, covering every variety and aspect of social service, not to speak of its many public welfare bureaus. In addition, nearly 300 national and international agencies of social welfare have offices or headquarters in New York, while public discussions and special lectures on social work topics are of almost daily occurrence in the city. Fordham students thus have the unique opportunity of gaining professional training in a most instructive, diversified and progressive area of social work.

The University reference library, in charge of a trained librarian and adjacent to the classrooms, includes a standard collection of social work literature, government publications and current periodicals of professional interest. The library is open week-days, 9 A. M. to 9 P. M., except Saturdays, 9 A. M. to 5 P. M. The School also provides a special student lounge and study room. Moreover, the University Law School library on the twenty-eighth floor of the Woolworth Building and the 130,000-volume library on the University campus are available to students. By arrangement, any volume from these stacks may be transferred to the School library for student use.

For reference and wider reading, exceptional facilities are at hand in the New York Public Library and that of the Russell Sage Foundation. The latter is perhaps the largest general library of social work in the country. At both these institutions Fordham students receive cordial and helpful assistance.

The School does not maintain residence halls for students, but information concerning residential facilities can be had on application to the Registrar. Female students may prefer to apply directly to: The Catholic Room Registry (League of Catholic Women), 415 Lexington Avenue, New York, N. Y.

Importance of School Training

Social Service is a forward-looking profession, constantly growing in importance and extent. The depression has occasioned a widespread expansion of the various city, state and federal welfare services, much of which will be continued as a permanent part of the future public welfare system. During

the past ten years, most of the established private agencies have enlarged both their work and their staffs. In particular, Catholic Charities throughout the country have been building up more extensive and efficient organizations and consequently have been looking for a larger trained personnel to administer these increased services.

While on occasion both public and private agencies still place untrained workers on their staffs, the whole present trend is towards the preferential employment of those who have had professional training in schools of social service. The reason is clear. Social work often involves dealing with some of the most difficult and intimate problems of human beings. As such, it is a task of profound responsibility. Just as we entrust matters of health only to the professionally-trained physician, so we are learning to commit the social adjustment of human life only to the thoroughly-trained social worker. The existence of nearly thirty professional schools of social work in the United States amply indicates that special training for this field is considered essential nowadays.

There are no short cuts to responsible work in other professions. Success in social work likewise requires a period of special preparation. Careful thought and investigation will show that training in a professional school is the best and most economical preparation to meet the growing demand for an efficient personnel in social service. There is therefore every assurance of placement for the earnest student on the completion of the regular diploma program.

A placement bureau, informally conducted, is maintained by the School to secure positions for and promote the interests of graduates. The School is also a subscribing member of Joint Vocational Service, Inc., an organization which offers vocational information, guidance and placement in social work.

A Catholic School

The School fully appreciates the importance of acquainting its students with the methods, techniques and professional skills that are currently accepted as the best professional procedure. Provision for all this is made in its standard curriculum. It is also responsive to newer experiments in the field and ready to transmit to its student body all valid developments in social work practice and education.

At the same time, the School recognizes that education for social service is susceptible of genuine enrichment on its ethical and spiritual side. Hence, being a Catholic institution, the

School stresses ideals and objectives in line with the social teachings of the Church. From this standpoint, the School believes that in preparing its students for social work, it is training them not merely for a devoted profession or for skilled humanitarian service. It is initiating them into an authentic sector of the Christian apostolate, an apostolate calling for inspired personalities, who in addition to the necessary technical equipment have developed and can translate into action the inner spirit and moral strength implicit in the Christian pattern of life.

In this respect, the School is convinced it offers distinctive advantages to prospective students, especially those of the Catholic faith. In the classroom instruction they will hear ethical views, to which they can whole-heartedly subscribe. They will face no mental conflict between their religious beliefs and the professional theory or practice taught them with reference to such questions as the ultimate meaning and purpose of life, the primacy of spiritual values, the inalienable rights of the individual, the sanctity of marriage and family life, the obligations of Christian charity, the demands of social justice, and the indispensable part which religion plays, not only in the upbuilding of wholesome social relationships, but also in the treatment of personal and social problems.

A valid philosophy underlies this insistence on the things of the spirit. There is no limit to the quickening power, which a religious inspiration can communicate to social service. The prospective worker, who is possessed of a vital belief in God, will bring a dynamic and constructive attitude to his work. His conviction that all human beings are of equal value in the sight of their Creator will give him an all-compelling motive for taking infinite pains with every individual. His faith in the loving power of Providence, acting through human forces, to aid in the solution of even the most difficult human problems, will instil him with courage and confidence as to results. His vision of the poor and needy as brothers and sisters bound to him in kinship through the common Fatherhood of God and redemptive sacrifice of Christ will inspire him with sympathy and understanding for the distressed. His consciousness that he is privileged in an especial way to fulfil the divine command of loving one's neighbor as oneself will give him an inner security in his calling, a buoyant, self-forgetting devotion, which, while neglecting none of the bodily needs of the unfortunate, will dedicate itself also to their spiritual interests, in the conviction that the soul of welfare work is work for the welfare of the soul.

THE DIPLOMA COURSE

Scope

The diploma curriculum consists of instructional courses on a graduate level, coupled with supervised field work.

(a) *Instructional Courses.*—In its plan of instruction, the School has arranged a program of courses, which by content and sequence familiarizes the student with the concepts, problems, techniques and scientific material considered essential to all forms of social work. When this foundation has been laid, other courses offer the student a substantial initiation into the principles and working methods of at least one specialized field, according to the student's major interests and objectives.

Thus, whether the student's professional goal be one of such specialized fields as Child Welfare, Medical or Psychiatric Social Work, Probation and Parole or Social Research, he is first given a basic training in the generic aspects of social work, and on this groundwork carried forward to his chosen field of specialization. The prevailing method of class instruction is a judicious combination of formal lectures, presentation of illustrative case material, and directed discussion.

(b) *Field Work.*—This, briefly, is training experience, gained by the student, under School supervision, through actual practice work in selected social agencies or institutions. For this purpose the School employs full-time Field Work Directors, who, in conjunction with the agencies, not only arrange a series of worth-while experiences, under conditions that approximate those the student will actually face in his later career, but also by individual conferences at the School help him to correlate classroom instruction with his field work practice.

Some twenty social agencies, of recognized standing, in Greater New York, provide the laboratory for this training experience. Here each student works under the direction of a carefully-chosen staff supervisor, who devotes about two hours weekly to a consultation, in which supervisor and student go over the problems presented, possible plans of treatment and attainable objectives in each case under the student's care. The student thus develops a professional point of view, learns working procedures and is trained in the best practice. Here, too, staff meetings, interagency conferences and social work contacts of every description provide further opportunity for professional development as well as a first-hand acquaintance with the social resources of the community.

Schedule

The School Year is divided into two terms, the first semester beginning usually the last week in September, the second the last week in January. The School calendar will be found on page 30.

The School week—Monday to Friday inclusive—is about equally divided between class instruction and field work.

Admission Requirements

Academic.—A Bachelor's degree in Arts or Sciences from an accredited college.

The applicant's undergraduate credits should include at least 20 semester hours of social and biological sciences, *i.e.,* such courses as Economics, Ethics, History, Political Science, Psychology, Sociology, Education, Biology, etc.

Personal.—Sound health, emotional balance, mental maturity, high moral purpose, adequate habits of study and genuine interest in people are the indispensable equipment of every prospective social worker. Persons under twenty-one years and over forty years of age are not admitted except for special reasons. As a safeguard against misdirected effort, a personal interview is required before registration.

Classification of Students

Students admitted to the Diploma Course are classified as regular or special. Applicants without social work experience generally are accepted as regular students only. Applicants with substantial social work experience may enter as special students.

1. *Regular students* are those who have met the admission requirements and are registered in a given semester for a program of courses and field work approximating one-fourth the number of credits required for the diploma. Regular students normally complete diploma requirements in two academic years.

2. *Special students* are those who have met the admission requirements and are unable to register for a program as outlined above. Their work, if done in accordance with the requirements set by the School, will be credited toward the Diploma and the Master's degree, provided all requirements are completed within a period of five years from first registration.

Admission and Registration

The School has an application blank, which will be supplied on request. Prospective diploma candidates are urged to file applications with the Admissions Committee at the earliest opportunity, since only a limited number of places in approved agencies are at the disposal of the School for field work training. When these places have been assigned, it will be difficult to arrange a program which will enable candidates to meet diploma requirements.

Applicants will receive due notice from the Registrar concerning the filing of an official transcript of their college credits.

Applicants who have been accepted will register in person at the School office, 8th floor, Woolworth Building, on the registration days listed in the Calendar. Candidates will not be allowed to register without having previously submitted credentials either by mail or in person.

Advanced Standing

Instructional courses or supervised field work completed in other accredited schools of social service may be accepted as advanced credit toward the diploma when they are in substance the equivalent of similar training offered by the School, subject, however, to the diploma requirements as to Residence stated on page 19. Professional experience as such is not accreditable.

All advanced credit is potential and as such is granted only on the satisfactory completion of other diploma requirements.

Examinations and Grades

To obtain credit for any course, a written examination must be passed at the end of the semester.

Students who are required to take a re-examination for any reason whatever, must pay a fee of five dollars. Written application for re-examination must be filed with the Registrar at least one week before the date set for the re-examinations.

Course or Field Work grades are as follows: A = distinctive scholarship or performance; B = superior; C = average; D = below average but passing; E = conditioned; F = failed.

Mere ability to pass examinations is no guaranty of a diploma, nor does ability to pass the examinations of a semester establish the right to continue, since it is not adequate evidence of fulfilment of all requirements.

Diploma Requirements

Effective for registrants of September, 1935, and thereafter, the diploma in Social Service will be granted upon the satisfactory completion of a program, which includes the four following requirements:

1. Points:*

   A total of 60 points—

   36 points in instructional courses;
   20 points in supervised field work;
   4 points for a research or field work project.**

2. Courses:***

   A. (All required: 12 points)
   Social Case Work, I;
   Social Case Work, II;
   Child Welfare;
   Medical Information;
   Psychiatric Information;
   Social Statistics.

   B. (Two required: 4 points)
   Specialized Case Work;
   Group Work;
   Community Organization.

   C. (Two required: 4 points)
   History of Social Work;
   Public Welfare Administration;
   Labor Problems;
   Social Treatment of the Offender.

   D. Electives; 16 points.

3. Field Work:

   School-supervised practice in agencies of recognized standing, and normally over a period of four semesters.

   Students in training are expected to work in at least *two* distinct fields, one of which, where available, will be that of family welfare.

4. Residence:

   A minimum of 32 points (18 in courses, 10 in field work and 4 for the project) earned in residence at the School.

* Credits are evaluated on a *semester* basis. The unit of credit is the "point," representing a minimum of:
15 hours of class instruction, with due preparation, or
45 hours of field work, done under School supervision.

** The Master's dissertation fulfils the project requirement.

*** Each course represents a minimum of 2 semester hours.

Master of Arts Degree

Courses completed in the School by duly-qualified students may be credited toward a Master of Arts degree.

Candidates for Master's degrees must be duly registered students and must complete at least one year in residence at the University. The length of time allowed to any candidate for work for a Master's degree is limited to five calendar years.

Degree candidates while working *in absentia* on their dissertations must register each semester during the period.

Courses (not to exceed eight semester hours) completed in other universities or schools of social work affiliated with universities may be accepted as advanced credit when these courses are in substance the equivalent of courses offered by the School.

Each candidate for a Master's degree is assigned a Mentor, whose selection by the Dean is determined in accordance with the subject-matter and scope of the dissertation. Candidates for graduate degrees in June and February must submit the copies of the dissertation to their Mentor so that he may approve and present them to the Dean for the Board of Examiners not later than March 15 and November 1.

Requirements for the Master's Degree

In addition to the diploma requirements listed on page 19, candidates for the degree of Master of Arts must fulfil the following:

1. Give evidence, within three months after becoming candidates, of their ability to translate literature, especially that of their major field, in one foreign language.
2. Attain a general average of at least "B" in all courses prescribed under Group A and elected from Groups B and C of the diploma requirements.
3. Attend a non-point bearing Dissertation Seminar, in which the candidates' dissertations are prepared and discussed under observation of the Faculty Committee.
4. Take the four-point course in Fundamentals of Scholastic Philosophy given in the University Department of Philosophy. (This requirement applies only to those candidates who have not successfully completed sufficient undergraduate courses in Scholastic Philosophy.)
5. Present a dissertation of 8,000 to 10,000 words, which meets the approval of the candidate's Mentor and is accepted by three of the four examiners.

Fees

Regular Students	First Year Sem. I	First Year Sem. II	Second Year Sem. I	Second Year Sem. II
Tuition, full two-year course: $350.00, payable as follows...	$100.00	$100.00	$75.00	$75.00
University registration fee	5.00	5.00	5.00	5.00
Graduation diploma (due May 15)	.....	.....	.....	5.00

Degree Candidates (additional)		
Dissertation Seminar	$20.00	.....
Reading of dissertation (due March 15)	.....	$25.00
Binding 3 copies of dissertation (due May 15)	.....	5.00
Master's diploma (due May 15)	.....	15.00

Special Students	
University registration fee, payable each semester of enrolment	$ 5.00
Tuition fee, per 30-hour (2-point) course	15.00
Field work fee, per point	7.50
Project direction fee, per point	7.50
Graduation diploma (due May 15)	5.00

Other Fees	
Late registration fee, as noted in calendar	$ 5.00
Each re-examination (due with written application).....	5.00
Each record or transcript after the first (due with application)	1.00

Regulations Concerning Fees

All fees, unless otherwise noted, are payable on or before the first day of each semester. Checks or money-orders should be made payable to Fordham University. The Bursar's office is located in Room 740 (7th floor), Woolworth Building.

No consideration will be given to applications for refunds unless the student has given *written* notice to the Registrar of withdrawal from a course. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he may file with the Dean a *written* statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; but in no event will any registration fee be returned. There will be no refund for withdrawals after the eighth week.

No credits will be released until all financial obligations have been met.

DESCRIPTION OF COURSES

201. History of Social Work. (2 points.)

A survey of the historical antecedents of present-day social service. Topics included are ancient Hebrew social legislation, the Christian concept of charity and its practice in the early Church, mediæval charities under ecclesiastical or communal direction, the post-reformation Catholic revival, continental and English poor laws, nineteenth century philanthropies, the rise of organized and professional social work.

204. The Family. (2 points.)

This course deals with the essential functions of the family from the standpoint of pattern, distortion and adjustment. The psychosocial aspects of every-day situations in family life are subjected to careful analysis. Family social work implications of recent economic changes and social trends are interpreted in terms of ideal intra-family relations. Ways of establishing and maintaining satisfying and successful homes are emphasized throughout. The course follows a modified form of panel discussion.

207. Social Work and Religion. (2 points.)

A socio-psychological discussion of religion as a fundamental factor in the general social process and its contribution to social service. Religion and the satisfaction of personality. Religion and the adjustment of personality. The value of confession in personal and social adjustment. Canon Law on matrimony: impediments, dispensations and validation. Religion and the reinforcement of personality. The social value of prayer and the sacraments; parish helps in strengthening personality; vitalizing religion in the home.

210. Social Case Work, I. (2 points.)

The philosophy, methods and processes which are common to social case work as practiced in any field. The person, rather than the process, will be the basis of approach. Emphasis will be placed on observation and understanding of individual and family needs. There will be some orientation in the problems arising from these needs, as they must be faced by the community, and the pattern of agencies created to meet them. Selected case material and carefully chosen readings will be used throughout the course as a basis for discussion.

211. Social Case Work, II. (2 points.)

This is a continuation of the preceding course. Case records drawn from the various fields of social case work will be used to focus on various methods of approach, social study, diagnosis and evaluation, and their essential unity. Further attention will be paid to interviewing and recording. The ethical aspects of case work practice will be stressed in all considerations of the relationship between client and worker, who represents the community's helpfulness to the individual. As in the preceding course, emphasis will be placed on correlating the teaching material with the student's actual field work experience. (*Prerequisite: Course 210.*)

212. Social Case Work, III. (2 points.)

This advanced discussion of case work problems is open only to students who have completed the two preceding courses. An intensive and critical analysis will be made of principles and techniques as they apply to difficult cases presented by the instructor or contributed from the students' own field experience. Included will be some philosophic aspects of social case work, for instance, its relation to the broader community problems of health, education and industry.

220. Child Welfare, I. (2 points.)

A dynamic approach will be made to the problems in the field of child welfare, based on the specific needs of the child for security, affection and physical, mental, moral and spiritual growth. Readings and case discussions will be used to illustrate the natural factors in the child's own home which tend to promote his wholesome development, as well as the social machinery which has been devised for this purpose.

221. Child Welfare, II. (2 points.)

The foster care of children in family homes and in institutions will be discussed in relation to the needs of the child who must be removed from his own home. Methods of homefinding, types of homes, supervision, relationships, and programs in institutions will be discussed through case material. Selected readings will be required throughout both courses. (*Prerequisite: Course 220.*)

230. Dynamics of Human Behavior. (2 points.)

In this course the dynamic aspects of human behavior and conduct will be explained and integrated with the philosophic concepts of moral responsibility. The course content will embrace the basic principles of human behavior, including the biological, psychological and social foundations of behavior and the emotional and environmental factors which influence personality growth.

231. Mental Hygiene, I. (2 points.)

A basic course in the principles, procedures and problems in the field of mental hygiene, derived from a study of selected cases. After a brief historical presentation, attention will be given to the interplay between physical, emotional, intellectual and environmental factors as they make for personality adjustment or maladjustment, especially in children. There will be some formulation of treatment plans in terms of physical, emotional, educational and social modifications.

232. Mental Hygiene, II. (2 points.)

Open only to those who have taken Mental Hygiene, I, or its equivalent. Case work materials are used exclusively. From time to time, students will be permitted to present some of their own case material. Discussion and interpretation of case materials are approached essentially from the dynamic or genetic technique. Course limited to a maximum of twenty-five students.

234. Psychiatry for Social Workers. (2 points.)

An introduction to the field of nervous and mental diseases, designed for students preparing for the various types of case work. The biological and psychological foundations of human behavior are surveyed, together with the major psychiatric theories of personality. The various organic and functional psychoses, and the psychoneuroses are studied in relation to their social implications. Formal presentation is supplemented by clinical demonstrations at Manhattan State Hospital, Wards Island. (*Prerequisite: Courses 230 or 231.*)

236. Psychiatric Social Work. (2 points.)

A course planned to help the student integrate his psychiatric theory with his case work practice. Discussion will center about the organization and functions of psychiatric social work, typical problems and cases referred to psychiatric clinics, the rôle of the social worker in the presentation of pertinent material and in the formulation of treatment plans based on the physical, emotional and social background of the individual. (*Prerequisite: Courses 210, 211; 230 or 231.*)

240. Medical Information for Social Workers. (2 points.)

Lectures with demonstrations planned to give social workers a fundamental understanding of the more common diseases which menace human life and health: their causes, the recognition of obvious symptoms, the extent to which particular diseases incapacitate individuals, the resulting mental attitudes and possible maladjustments, the community resources which have been developed for prevention, treatment and control.

246. Medical Social Work. (2 points.)

A course designed to indicate the rôle of the hospital as its relates medical treatment to the social situation or needs of the patient, via teamwork between the physician, social worker and outside agencies. Among the topics considered will be the functions of a hospital social service department, relation of the social worker to hospital staff and outside agencies, medical social recording and interviewing, medical social relief for clinic patients. (*Prerequisite: Courses 210, 211, 240.*)

250. Labor Problems. (2 points.)

The aim of this course is to indicate the importance of economic factors not only in the fields of dependency and crime, but in the fields of constructive action as well. It considers the problems confronting the wage-earner, such as insufficient earnings due to low wage scale, inability to earn due to accident, illness, unemployment or old age; working conditions, including hours, safety, health, etc.; and constructive methods or proposals for dealing with these problems, including collective bargaining, personnel organization, social insurance, as well as other types of social legislation and governmental regulation.

253. Social Legislation. (2 points.)

In this course, the proper sphere of State control over social activities and, as a consequence, the limitations of social legislation will be indicated. A digest of State and Federal laws concerning women, children, industrial employees, and public institutions consti-

tutes the greater part of the subject-matter. Special attention will be given to legislative measures pending. An accurate, but non-technical, interpretation of problems confronted in the preparation and administration of the growing mass of social legislation will conclude the discussion.

256. Social Work and the Law. (2 points.)

This course presents a study of the laws which govern the creation and functioning of social agencies—and a practical consideration of the laws which affect the social worker's contact with the client and the solution of the social problems that arise. It will include throughout a simple presentation of those elementary notions of law, which will help social workers to understand more clearly the legal phases of problems with which they are called upon to deal.

260. Crime and Punishment. (2 points.)

This course undertakes a general survey of crime conditions in the United States, the extent of crime, an historical analysis of the theories of various schools of criminology, the individualization of treatment, the nature of the criminal, law enforcement agencies, methods of detection, apprehension and identification of criminals, the evolution of penal law and criminal procedure, the juvenile delinquent and the juvenile court.

261. Social Treatment of the Offender. (2 points.)

The principles and methods of probation and parole are given intensive study. The history, growth, methods of investigation, social case treatment and standards of work in both of these agencies are reviewed, plus an analysis of the various types of case problems. The course concludes with a consideration of crime prevention as a social and community problem. The family, church, school, recreation, industry and other social forces, as well as individual responsibility, are considered in relation to the cause and prevention of crime.

270. Group Work. (2 points.)

A discussion course, in which the aims and activities considered will be those of athletic and recreation systems; community clubs; classes, and school centers; character building agencies; neighborhood houses; settlements, and national associations. In each of these settings, particular attention will be given to the means of developing group interests, special abilities and leadership assets.

280. Community Organization. (2 points.)

Based on case material of a typical community, Brookville, a survey and a plan for its social organization are discussed with reference to the factors likely to make for the success or failure of the plan. With the study of Brookville record completed, the following topics are considered from the standpoint of philosophy, structure, functions and administration: The Welfare Council of the City of New York, The Jewish Federation, The Catholic Charities of the Archdiocese of New York, Financial Federations or Community Chests, The Foundations. Attention will be given to recent trends toward public and particularly Federal welfare action.

285. Public Welfare Administration. (2 points.)

An introduction to the history, organization and functions of local, county, state and federal departments or commissions dealing with dependent groups or special classes in need of welfare services. Pertinent problems to be presented include settlement, adequacy of relief, financing public welfare, working relationships of public and private, of central and local agencies, and trends toward the professional viewpoint in public services.

291. Social Statistics. (2 points.)

The purpose of this course is to enable the student to carry on research projects involving simple statistical procedures and to understand social work literature possessing elementary statistical content. Included will be the planning of an investigation; framing of schedules; construction of statistical tables, graphs and diagrams, measures of central tendency and variation; index numbers; methods of presenting results. (*Prerequisite for 297 or 298.*)

297. Research or Field Work Project. (4 points.)

A substantial report, incorporating the results of independent study or research bearing on some technique or problem of the particular field in which the student is working. Subject to be selected by student with approval of the Dean, and project to be carried on in regular consultation with a faculty adviser. (*Required of all diploma candidates who do not elect 298.*)

298. Master's Dissertation.

The topic is chosen by the candidate on his own initiative, with the approval of his faculty adviser or the Dean. Its development is supervised by the student's Mentor, supplemented by the Dissertation Seminar. The finished product must be a scholarly piece of work, demonstrating the candidate's power of independent thought, his mastery of the subject-matter involved, and his capacity to present his material in a correct, coherent and cogent manner.

300. Dissertation Seminar.

This seminar is limited to those students who are nearing the completion of their course requirements and who are beginning actual work in preparation of their dissertation. Brief direction in methods of research will be given. This will be followed by Faculty direction of dissertation development. The individual student is expected to convince the presiding Faculty Committee, by reading from and by defending his dissertation as it takes shape through the year, that the subject he has chosen is of definite and limited range; that he is aware of the research already completed by others upon the topic; that he has a clear idea of his complete method of treatment. (*Required of all degree candidates.*)

DIPLOMA GRADUATES, 1918-1934
(With advanced degrees conferred)

Adrian, Augusta 1927
Bassett, Geraldine 1924
Black, Mildred G.....1929
Bleakley, Arthur J.....1919
Bradley, Charles B.....1934
Brady, Abbie E.....1923
Brady, Alice L.....1923
Brown, Emily S.....1925
Buckley, Mary.....1918
Burns, Lillian M. (Mrs. Frahme) 1930
Cabranes, Manuel.....1933
Callaghan, Agnes.....1927
Callaghan, Margaret...1927
Cangro, Isabel.....1921
Carlson, Hilma 1927
A.M. 1927
Carr, Elizabeth A.....1926
Carroll, Edward M. 1934
A.M. 1934
Cassetti, Raffaele.....1919
Cecilia, Sister Mary (Long) 1933
Childs, Blanche.....1925
Coakley, Josephine 1921
Cogan, Loretta F.....1919
Colette, Sister M. (McCarthy) 1933
Collimore, Annie.....1918
Comans, Edmond A.....1919
Connolly, Elsie B.....1924
Connolly, Thomas E.....1934
Connor, Elizabeth N....1932
Coppinger, Joseph L.....1919
Costello, Mrs. Minnie..1921
Crowe, Estelle.....1925
Culliton, Frances M....1932
Cullom, Mrs. Katherine.1925
Curran, Marcella.....1924
Daitzman, Martha 1931
Daley, Alice C.....1921
Danahee, Kathryn R....1933
A.M. 1933
Dealy, Mrs. Annie.....1918
Delaney, Mrs. Anastasia C. 1927
Deneen, Mrs. Mary E...1920
Devlin, Daniel J.....1922
Doherty, James J.....1919
Donahue, Helen B.....1934
A.M. 1934
Donnelly, Hiram L.....1919
Driscoll, Mrs. Loretta K. 1926
Dwyer, Muriel A. (Mrs. Kelly, Jr.).....1933
A.M. 1933
Emerson, Mrs. Esther..1921
Fater, Mary D.....1934
A.M. 1934
Fisher, Mrs. Anna P....1918
FitzGerald, Agnes E....1921
Fitzgerald, Frances I...1926
Fitzgerald, Margaret A. 1921
Fitzgerald, Mrs. Mary C. 1919
FitzSimons, John F.....1933
A.M. 1933
Flannery, Millicent....1926
Friedman, Beatrice.....1931
Galvin, Mary J.....1921
Gambaro, Peter.....1918
Gans, Rose (Mrs. Cohen) 1931
Gartland, Charles T....1919
Gentile, Felix M.....1934
Gertrude, Sister M. (Keating) 1931
Gibbons, Mary L.....1921
Gill, Agnes 1923
Gilligan, Claire E.....1930
Glover, Rev. Ralph J...1929
Ph.D. 1929
Guggenheim, Katherine M. 1927

HANLEY, AMELIA 1918
HEALY, EDWARD P.....1934
HENRY, MARGARET M. (MRS. FITZGERALD)....1920
HERBST, MRS. KATHRYN E. 1933
HERRSCHAFT, MRS. ELENA L. 1934
HUGHES, MRS. FRANCES L. 1921
HUNT, MARJORIE H.....1934
A.M. 1934
IMELDA, SISTER M. (LORRAIN) 1931
KEARNEY, JOSEPHINE.....1932
KELLEHER, JOSEPH J.....1933
A.M. 1933
KELLEY, ANASTASIA C....1919
KELLY, ALYS C.....1924
KELLY, CLARE M.....1931
KELLY, MARION.....1921
KERN, REV. EDWARD J....1932
PH.D. 1933
KERR, ANNA M.....1920
KERWIN, MARY G.....1922
KILGANNON, THOMAS W..1919
KNOLL, IRENE H.....1925
KOROBOW, CELIA 1931
LAGAN, BRIGID 1919
LANDEWIT, HELEN M.....1927
LAZARUS, MRS. MINNIE A. 1934
LEE, MRS. DORIS J.....1921
LENNON, AGATHA M.....1934
LIES, MARGARET P. (MRS. TIMONEY) 1927
A.M. 1927
LINIHAN, MRS. KATHERINE 1918
LOCKHART, ANNA M.....1924
LOOS, ALFRED R.....1932
LOUGHRAN, MRS. HELEN..1919
LOYOLA, SISTER M.....1925
MCARDLE, KATHRYN R...1933
A.M. 1933
MCCAFFREY, EDWARD F....1932
MCCARTHY, MARY.....1924
MCCLOSKEY, MARY.....1918
MCCULLOUGH, MRS. ELLA M. 1926
MCDEVITT, ELIZABETH L..1927
A.M. 1927
MCDONNELL, ELIZABETH M. 1920
MCELROY, MARY (MRS. HALLINAN) 1918
MCGRATH, ELLEN E.....1919
MCGRATH, MARY A.....1922
MCGUINN, S.J., REV. WALTER 1934
MCGUIRE, MARGARET Z...1933
MCHUGH, ELIZABETH A...1931
MCLAUGHLIN, MRS. MARGARET 1918
MCLEES, LILLIAN A.....1922
MCMAHON, ALICE M.....1921
MCMAHON, FRANCES.....1918
MCMAHON, MONA W.....1923
MCNALLY, ANNA R. C....1923
MCVEIGH, KATHERINE B..1925
MCVEIGH, MARGARET E...1925
MCVEIGH, MARION L.....1925
MACELI, ANTHONY.....1934
MATTIA, INCORONATA.....1933
MEYER, EVELYN R.....1931
MISCHO, WILLIAM B.....1934
A.M. 1934
MISKELL, HELEN A.....1925
MORAN, KATHERINE 1920
MURPHY, JOHN J.....1934
MURPHY, THOMAS J.....1919
NICHOLS, ELIZABETH R....1924
NOLAN, MRS. ANNA A....1930
NUHN, BENJAMIN J.....1932
O'BRIEN, MARY E.....1926
O'CONOR, MADELEINE S....1932
O'DARE, MARGARET.....1918
O'KELLY, JAMES F.....1919
O'NEILL, MARY V.....1921
O'NEILL, NORA.....1922
PAGNOTTA, LOUISA H.....1932
PEDERSEN, ANNA.....1918
PERALTA, PABLO GAT.....1933
PHOENIX, H. VIOLA.....1931
PORCELL, MARION C.....1932
PORTER, MRS. MARGUERITE.1932
POWERS, MRS. KATHERINE 1927
PRIAL, MRS. MARY T.....1931

Purcell, Theobald M...1919
Purtell, Susan 1918
Quaiel, Mary.....1919
Raphalowitz, Naomi 1925
Rashkowsky, Eugene....1932
Reagan, Loretta A.....1929
Reedy, Mary R.....1931
A.M. 1931
Regan, Anna B. 1923
Riley, Mildred E.....1934
Roach, Bernadette E.
(Mrs. Riedman).....1930
Rogers, Veronica (Mrs.
McHugh) 1921
Ryan, Geraldine M.....1933
Saltzman, Lillian.....1934
Sammel, Veronica G.....1933
A.M. 1933
Shanley, Rev. John J...1934
Shea, John P.....1919
Shelly, Joseph A.....1932
Silverman, William J...1934
Slachta, Irene 1922
Ph.D. 1923
Slattery, Margaret R...1929
Slowey, Regina M.....1934
Smith, Kathryn E.....1931
Stanton, Anna Bell.....1933
Stanton, Roseclaire....1931
A.M. 1931
Stanton, Rev. Martin
W. 1934
Ph.D. 1934
Stapleton, Mary E.....1921
Stegman, Natalie O.....1931
Struth, Catherine C....1921
Sullivan, Katherine C..1918
Sweeney, Mrs. Anna....1921
Sweeney, Julia C.....1925
Tackney, James J.....1932
A.M. 1933
Thomas, Mrs. Helen F..1923
Toomey, Margaret.....1919
Turner, Kathryn E.....1922
Untereiner, Harriet R..1931
Walsh, Michael J.....1934
A.M. 1934
Weiksner, Emma O.....1921
Weinig, Margaret.....1927
A.M. 1927
Welsh, Mrs. Adele.....1921
Westlake, Caroline J...1923
Williams, Mrs. Mary
A. 1930
Winters, Catherine 1918
Young, May A. (Mrs.
Powers) 1929
Zerega, Arlene H.....1933

SCHOOL CALENDAR

1935

Sept. 16–21. Registration days. All dates inclusive.

Sept. 21.... An additional fee of $5.00 will be charged a student registering after this date.

Sept. 24.... Opening of classes.

Oct. 12.... Holiday. No classes.

Nov. 1.... Holiday. No classes.

Nov. 5.... Holiday. No classes.

Nov. 28–Dec. 3.. Thanksgiving Recess. No classes or field work.

Dec. 24–Jan. 2.. Christmas recess. No classes or field work.

1936

Jan. 3.... Classes resume.

Jan. 20.... Semester examinations begin.

Jan. 27–31. Intersemester recess. Registration days for all students. No classes.

Jan. 31.... An additional fee of $5.00 will be charged a student registering after this date.

Feb. 4.... Second semester begins.

Feb. 12.... Holiday. No classes.

Feb. 22.... Holiday. No classes.

Mar. 16.... Last day for filing dissertations.

Apr. 9–19. Easter recess. No classes or field work.

May 25.... Semester examinations begin.

June 10.... Commencement.

1935							1936						
JULY							**JANUARY**						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28	29	30	31	
AUGUST							**FEBRUARY**						
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29
SEPTEMBER							**MARCH**						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				
OCTOBER							**APRIL**						
		1	2	3	4	5				1	2	3	4
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31			26	27	28	29	30		
NOVEMBER							**MAY**						
					1	2						1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
							31						
DECEMBER							**JUNE**						
1	2	3	4	5	6	7		1	2	3	4	5	6
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31					28	29	30				

PART X

CATALOGUE
SUMMER SESSION

FORDHAM UNIVERSITY

ANNOUNCEMENT

Graduate School

Teachers College

SUMMER SESSION

1935

THE FORDHAM UNIVERSITY PRESS
233 BROADWAY NEW YORK, N. Y.
SUMMER 1935

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N.B.—Regular classes will be held on Saturdays, July 13 and 20

June 26.....Registration for Undergraduate students.
June 26 to July 6. 10 A.M. to 5 P.M.
Registration on Saturdays, 9 A.M. to 1 P.M.

July 2.....Registration for Graduate Students.
July 2 to 6. 10 A.M. to 4 P.M.
Registration on Saturday, July 6, 9 A. M. to 1 P.M.

July 4.....Holiday. No registration.

July 6.....After July 6 a late registration fee of $5.00 will be charged.

July 8.....Classes begin for Summer Session.

July 10.....Last day for late registration. No change in courses allowed after this date.

Aug. 13-14.....Final examinations for Summer Session.

OFFICERS OF ADMINISTRATION

Summer Session

VERY REV. ALOYSIUS J. HOGAN, S.J., PH.D.
PRESIDENT OF THE UNIVERSITY

REV. LAWRENCE A. WALSH, S.J.
DEAN, GRADUATE SCHOOL

REV. JOSEPH A. LENNON, S.J.
DEAN, TEACHERS COLLEGE

REV. JOSEPH T. KEATING, S.J.
TREASURER

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Leo W. Batten, A.B., LL.B. . . . . *Philosophy*
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Rev. Edmund J. Burke, S.J. . . . . *Economics*
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Joseph Campbell . . . . . *English*
Joseph F. Cashman, Ph.D. . . . . *English*
Leopold F. Cerecedo, Ph.D. . . . . *Chemistry*
Ernest Chenel, Ph.D. . . . . *French*
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Donald F. Connors, M.A. . . . . *English*
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Mark T. Crowley, Ph.D. . . . . *Biology*
Morris C. Deshel, M.A., J.S.D. . . . . *Political Philosophy*
Rev. Francis P. Donnelly, S.J. . . . . *Education*
Patrick J. Downing, Ph.D. . . . . *Philosophy*
Jack W. Dunlap, Ph.D. . . . . *Education*
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Walter A. Hynes, Sc.D. . . . . *Chemistry*
William P. Hurley, M.A. . . . . *Physics*

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JOSEPH F. KUBIS, M.A. . . . . *Psychology*
REV. PETER J. LAMBE, Ph.D. . . . . *Philosophy*
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ELIZABETH LEONARD . . . . . *Education*
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REV. PATRICK O'LEARY, Ph.D. . . . . *Philosophy*
BERNARD M. PEEBLES, M.A. . . . . *Latin*
JOHN M. PITTARO, M.A. . . . . *Education*
LOUIS J. POTTS, Ph.D., LL.M. . . . . *Political Philosophy*
REV. FRANCIS W. POWER, S.J. . . . . *Chemistry*
JOHN REBER, M.A., Litt.D. . . . . *English*
JOHN REDDEN, M.A. . . . . *Education*
ALFRED REMY, M.A. . . . . *German*
ARTHUR F. J. REMY, Ph.D. . . . . *English, History*
EDWARD A. ROBINSON, M.A. . . . . *Latin*
ROBERT T. ROCK, JR., Ph.D. . . . . *Education*
FRANCIS A. RYAN, Ph.D. . . . . *Education*
FRANCIS A. SCHAEFER, Ph.D. . . . . *Education*
JOHN H. SCHIESWOHL, Ph.D. . . . . *English*
JOHN SCHULER, Ph.D. . . . . *History*
JOACHIM SCOPPA, M.A. . . . . *Education*
KATHRYN E. SEROTA, M.A. . . . . *Psychology*
YVONNE CÔTÉ SHADY . . . . . *Education*
ROBERT F. SHEEHAN, M.D. . . . . *Psychology*
JOSEPH R. SHERLOCK, M.A. . . . . *Philosophy*
WILLIAM T. SHIELDS, B.Sc. . . . . *Mathematics*
JACOB STEKOL, Sc.D. . . . . *Chemistry*
REV. WALTER G. SUMMERS, S.J. . . . . *Psychology*
ALFRED A. TAUSK, M.A. . . . . *German*
JAMES E. TOBIN, Ph.D. . . . . *English*
REV. JOHN J. TOOHEY, S.J. . . . . *Philosophy*
VICA F. WALDRON . . . . . *Psychology*
FRANK D. WHALEN, Ph.D. . . . . *Education*
WILLIAM R. WHITE, JR., A.B. . . . . *Philosophy*
MAX S. WILKES, M.A. . . . . *Art*
SAMUEL WITHERS, M.A. . . . . *Education, Mathematics*
LEO K. YANOWSKI, Ph.D. . . . . *Chemistry*
REV. DEMETRIUS B. ZEMA, S.J. . . . . *History*

Fordham University—Summer Session, 1935

INTRODUCTION:

Fordham University, conducted by the Fathers of the Society of Jesus and their associates, will open its eighteenth Summer Session on Monday, July 8, and courses will be conducted for men and women in the subjects hereafter specified.

Each course will consist of thirty class hours or their equivalent of sixty hours in laboratory work. Written examinations will be held at the close of the session.

The courses are designed for the following classes:

1. Candidates for the baccalaureate degree who desire to shorten the period of residence or to make up deficiencies.
2. Teachers in elementary or secondary schools wishing courses in some special branches.
3. Candidates for higher degrees.

REGISTRATION:

All courses of the Summer School, unless otherwise noted, are conducted on the Campus of the University, situated at Fordham Road and Third Avenue.

Registrations for Summer Session should be completed by July 6. Classes start July 8. Positively no changes in classes will be accepted after July 10.

Students in all departments except Biology, Chemistry and Physics are limited to six (6) points of course work during the Summer Session.

Students will not be admitted to classes without presenting an admission card stamped by the Bursar to the Professor of each class.

New Students.—To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College should have certified to the Registrar an official record of high school work, as well as an official transcript of any *post-high school* work.

New Students for the Graduate School should have forwarded to the Registrar an official transcript of work completed for their Bachelor's degree, as well as any post-graduate work they may have completed.

Each student while actually taking courses or while working on the formal composition of the dissertation must be registered each semester. Graduate students while working *in absentia* on their dissertations must be registered.

A student is presumed to be working on the formal composition of the dissertation when all previous requirements have been satisfied.

FEES AND EXPENSES:

Rules of the University prescribe that registration, tuition and laboratory fees are payable before attendance at any lecture or laboratory period, unless other arrangements have been made with the Bursar.

All fees are subject to change at the discretion of the Trustees of the University.

No consideration will be given to applications for refunds unless the student has given notice to the Registrar (either of Teachers College or of the Graduate School) of withdrawal from a course.

No fee paid or any portion thereof is returnable upon a student's withdrawal from the University. Where illness, physical disability, or any extraordinary circumstances require a student to leave, he may file with the Bursar a written statement of the causes of such withdrawal, accompanied by a statement from the Registrar giving the date of withdrawal. The "date of withdrawal" is the date on which the student has actually notified the Registrar. Thereupon, the University will take under consideration the equities of the case; **but in no event will any registration fee be returned.** There will be no refund for withdrawals after the third week.

To cover expenses while at Summer School, students are urged to provide themselves with money orders, bank drafts on New York or Travelers' Cheques. For the convenience of students, the Bursar's office will cash or accept in payment of tuition or other University fees, bank drafts on New York or Travelers' Cheques.

The fees:

1. Graduate School:

(a) University fee (for all students), payable at each registration ..... $ 5.00

N.B.—Graduate students, working *in absentia* on their dissertation, must be registered for each session (Fall and Spring) from the completion of their last course in residence to the acceptance of their dissertation.

(b) Late registration fee as noted in calendar 5.00

(c) Tuition per 30-hour (*i.e.*, 2-point) course 15.00

N.B.—for students whose graduate work was begun before September 1, 1931.

(d) Tuition:

Master's degree (30 points)	250.00
Doctor's degree (30 points)	250.00
Master or Doctor's degree in Biology, Chemistry or Physics	300.00

N.B.—(1) Effective for all students who began their candidacy for a graduate degree after September 1, 1931, the sum of $250 or $300 is payable in installments, depending upon the number of points taken at each registration.

(2) Students who receive advance credit will not be exempted from any part payment of the flat fee.

(3) Tuition for courses required over and above the minimum of 30 points will be $7.50 per point.

(e) Fees for examinations:

Master's—Comprehensive and reading of dissertation 25.00

Doctor's—Comprehensive, reading of dissertation and final oral examination 50.00

Each candidate on each occasion when he presents himself for a degree must pay the usual charges noted in our catalogue for such examinations. For example, a candidate whose dissertation has been rejected must, on the second presentation of his dissertation, pay the full examination fee a second time.

N.B.—This fee is collected when the series of examinations begin.

(f) Fee (required) for binding three copies of dissertation 5.00

(g) Diploma fee:

Master's 15.00
Doctor's 25.00

(h) Special fees for certain Science and Art courses are stated under each department.

2. Teachers College:

(a) University fee (for all students), payable at each registration 5.00

(b) Late registration fee as noted in calendar 5.00

(c) Tuition, per point 7.50

(d) Diploma fee 15.00

(e) Special fees for certain Science and Art courses are stated under each department.

3. Non-Matriculated Students:

(a) University fee, payable at each registration 5.00

(b) Tuition, per point 7.50

LUNCH:

Lunch will be served for Religious Brothers and Sisters daily at cost price in the Main Refectory at 12.00 m. Tickets for individual meals or for series will be obtained from the Treasurer's office.

There is a cafeteria on grounds for lay people and Religious who wish to use it.

EXAMINATIONS AND RECORDS:

At the end of the session, examinations will be held in each of the courses. Records of these examinations will be sent to the students by mail. One record of work done will be sent to each student. Each duplicate of this record will cost one dollar.

Passing mark, 65%

RELIGIOUS FACILITIES:

Each Friday afternoon there will be a conference and Benediction of the Most Blessed Sacrament in the College Church.
Mass will be said daily in the College Church at 6.30, 7, 7.30 and 8.

HOUSING FACILITIES:

For information concerning housing facilities, address:

Catholic Room Registry
League of Catholic Women
415 Lexington Avenue
New York City
(Telephone, MUrray Hill 2-0581)

Miss Lucy A. Kennelly
Executive Secretary

Ladies who have arranged with Catholic Room Registry for their residence during the Summer, will, if desired, be met at the train and directed to their destination if they will notify the Registry as to the time and place of their arrival.

TRANSPORTATION:

The railroads of the Trunk Line and Central Passenger Associations have authorized a reduced rate of one and one-third fare for the round trip from all points of origin on their lines to Fordham University, New York City, for all students of Fordham University Summer School.

The railroads operating in the Central, Trunk Line, New England, and Eastern Passenger Association territories, briefly described as follows:

> East of and including Chicago, Ill., and St. Louis, Mo., north of the Ohio and Potomac Rivers, to the Atlantic seaboard, including the New England States and points in Canada east of and including Armstrong, Fort William and Sault Ste. Marie, Ont., also from Louisville, Ky.,

have authorized the above concession of one and one-third fare for students of Fordham University Summer School.

Tickets for the round trip fare will be sold from July 4 to July 9 inclusive, at points of origin, and the final return limit will be August 19, 1935.

Students who wish to avail themselves of this concession must obtain an identification certificate from the Rev. Lawrence A. Walsh, S.J., Dean of the Graduate School, Fordham University, New York City.

GRADUATE SCHOOL

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D. . . *President*
REV. LAWRENCE A. WALSH, S.J. . . . . *Dean*
JOHN J. PROPST, A.B. . . . . *Registrar*

INTRODUCTION AND PURPOSE

In the Graduate School, students who have received the Bachelor's degree from any approved college, seminary or scientific school may follow advanced courses of study leading to the degree of Master of Arts or Science (M.A., M.S.). Students who have received the degree of Master of Arts or Science from any approved college or university may follow advanced courses of study leading to the degree of Doctor of Philosophy or Science (Ph.D. or D.Sc.).

The lectures in the various branches of philosophy, history, literature and science should appeal especially to young priests, lawyers, doctors, journalists and educators who find time to pursue higher studies along the lines of their previous college work. The courses in the Department of Education are intended for those desirous of obtaining credits for licenses or promotion and also for graduates specializing in pedagogy.

GENERAL REGULATIONS FOR GRADUATE STUDENTS

Admission: *Students seeking admission to the Graduate School should present from the institution at which their undergraduate work was completed a recommendation which will allow the Committee on Admissions to consider the applicant as capable of pursuing higher studies with profit to himself and with honor to the University.*

All members of religious communities must, in addition to the above, bring an official statement showing that their religious superiors have recommended them for study in a particular Department of the Graduate School.

Admission to the Graduate School does not necessarily imply candidacy for a degree, but does imply that the student possesses the ability to pursue with profit the work he undertakes.

Registration: Applicants for graduate degrees should have forwarded to the Registrar, from the institution at which they completed their undergraduate work, a transcript of the Bachelor's record, and, if they are applicants for the degree of Ph.D., a transcript of the work done for the M.A. All records and credentials become the property of the University. This requirement should be satisfied before the expiration of the first month of the first semester of work within the University. Until such records have been authenticated to the satisfaction of the Registrar and formally accepted by him, the student remains only provisionally matriculated.

Under no circumstance will any student be allowed to pursue his work in any department beyond the expiration of the first semester on the basis of provisional matriculation, nor will any credits obtained while the student is only provisionally matriculated be certified by the Registrar for use at any other institution.

Absences: Only four hours absence is allowed in a thirty-hour course. Those who exceed the four hours, unless excused by the Dean, will be barred from the examination at the end of the session and must repeat the course to obtain credit. Those who wish to have absences excused because of sickness must present a doctor's certificate to the office as soon as they return to class. No one will be admitted to a lecture after the bell has rung.

Those who are absent from examinations, unless excused by the Dean, are automatically conditioned. They must take their examination at the time of the re-examinations and are subject to the regulations governing these examinations.

Examinations: To obtain credit for any course, a written examination must be passed at the end of the session. The passing mark is 65%. A mark between 50% and 65% means that the student is conditioned in the subject and must take a re-examination. A mark below 50% is a failure and the student must repeat the course to obtain credit.

Re-examinations: Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from examinations without an excuse, and for those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed" indicated by "P" or "F." All who take examinations at the time of re-examination, for any reason whatever, must pay a fee of three dollars.

DATES FOR CONFERRING DEGREES

Graduate degrees are conferred in June and February. In June, degrees will be conferred on candidates who have completed all requirements the preceding May. In February, degrees will be conferred on all who have completed requirements the preceding January.

GENERAL REQUIREMENTS FOR ALL GRADUATE DEGREES

NOTE: (1) All recommendations for the higher degrees must originate with the members of the Faculty under whose special supervision the candidate has been pursuing his work. (2) The requirements hereinafter specified must be regarded as minimum requirements only. (3) The right remains with the Dean and the Departmental Committee to refuse a student his final examination and his degree.

1. The applicant for any higher degree must be a duly registered student of this University.

2. All applicants are required to complete *at least one year of residence* previous to the final examination for any degree at this University. To be regarded as in residence, a student must be in regular attendance on the exercises in some approved course of studies. No aggregate of Summer Sessions will satisfy this requirement.

No work *in absentia* will be accepted for any degree in the Graduate School, with the exception of work on the Dissertation for the Doctorate.

3. Candidates must choose one department for their major study, a division of that department as their field of specialization and if they desire they may, with the approval of their Mentor, choose one minor outside the major field. The graduate student will generally register with definite ideas both as to the department, *e.g.,* Education, and as to the definite division of the department, *e.g.,* Psychology of Education, in which he expects to do his major work and write his Dissertation. He will then apply directly to the Head of the Division for instruction and advice. If the candidate does not feel sure in which particular division he can do his best work, let him consult the Dean or any member of the Faculty Committee in his chosen department. The head of each division is the official Mentor of all students in the division unless, with the Dean's approval, a special Mentor is appointed.

4. The field and subject-matter of the applicant's courses, having been approved by the Mentor, shall remain unchanged throughout the entire time spent by the applicant in fulfilling the requirements for his degree, except with written approval of the Dean.

5. No graduate student in any department may submit for either Major or Minor credit any course for which he has failed to secure, in advance of attendance on such course, the formal written approval of his Mentor. All graduate students are, therefore, advised that their registration and approval cards, as well as any subsequent changes therein, should be made out only after consultation with the Mentor.

6. All students of the Graduate School are warned that under no circumstances will graduate credit be accorded for graduate courses which have been listed on "Non-Matriculated" registration cards, unless such courses have been formally authorized by the signature of the Mentor.

7. Advanced Credit: Courses (not to exceed eight semester hours) completed in other Universities may be accepted as advanced credit when these courses are in substance the equivalent of courses in Fordham University from which the student seeks to be excused.

(a) Advanced credit is only potential until all requirements are completed at Fordham University.

(b) Advanced credit for courses taken elsewhere does not excuse the student from any part of the Comprehensive Examinations nor from the flat rate of tuition set by the University for the minimum requirements for graduate degrees.

8. After all course requirements have been satisfied, applicants for graduate degrees are admitted to the Comprehensive Examinations only with the written approval of their Major professor and the Dean, which may be refused unless all the regular courses have been passed with a general average of "C" (75%). Applicants so admitted must take *all* Comprehensive Examinations submitted by their Department.

9. All Comprehensive Examinations are to be conducted as a unit. A failure in one part of the chosen field will require a complete re-examination in all parts of the chosen field.

10. Neither the completion of a given number of courses nor the satisfactory acquisition of any fixed number of credit points in the work of a Department insures *ipso facto* admission to formal candidacy for a graduate degree. The sole determinant of fitness for such candidacy is in every case the concurring judgment of the Dean and the Faculty of the Department as to the scholarly attainments of the prospective candidate, based upon their continuing contacts with such candidate and the results of course and comprehensive examinations. It clearly follows, therefore, that the designated points of credit for a graduate degree represent merely a convenient theoretical minimum which, on the basis of past experience, should qualify a properly equipped and diligent candidate.

11. Candidates for graduate degrees in June and February must submit the copies of the dissertation to their Mentor so that he may approve and present them to the Dean for the Board of Examiners not later than March 15 and November 1.

12. The length of time allowed to any candidate for work for a graduate degree is limited to five calendar years. These five calendar years are to be counted from the date of first registration even though a student may have withdrawn for several semesters.

GENERAL REQUIREMENTS FOR MASTER'S DEGREE

1. Candidates for the Master's Degree must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French or German.

2. Candidates are required to complete successfully at least 30 semester hours of work, arranged with the advice of their Mentor. Written examinations in each course will be required of the candidate. This minimum of 30 semester hours must include at least one 30-hour seminar in the field associated with the Major work.

3. In all Departments, this minimum of 30 semester hours must include 60 hours of the courses, Fundamentals of Scholastic Philosophy, as a minor field of study. Those who have successfully completed sufficient undergraduate courses in Scholastic Philosophy before the candidacy for the Master's degree may be excused from this requirement.

4. All candidates for the Master's degree must take the Comprehensive Examination.

5. All candidates who have successfully passed the Comprehensive Examination are obliged to attend the Dissertation Seminar wherein the student's paper is prepared under the observation of the Faculty Committee. This is a 60-hour course and is not to be included in the minimum number of thirty required points. Students may enter this seminar at the beginning of the Spring Term.

6. All candidates are required to present a dissertation of 8,000 to 10,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

GENERAL REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

1. Candidates for the Degree of Doctor of Philosophy must, within three months after their first registration, give evidence, either written or oral, of their ability to read and translate literature, especially that of their Major work, in French and German.

2. Candidates are required to complete successfully at least 30 semester hours of work, arranged with the advice of their Mentor. Written examinations in each course will be required of the candidates. This work is in addition to the course work for the Master's degree. This minimum of required semester hours must include at least 30 hours of seminar study in the field associated with the Major work in addition to the 30 hours taken toward the Master's degree.

3. In all Departments, this minimum of 30 semester hours must include 60 hours of the courses, Fundamentals of Scholastic Philosophy, as a minor field of study. Those who have successfully completed sufficient courses in Scholastic Philosophy before the candidacy for the Master's degree may be excused from this requirement.

Candidates who have already taken 60 hours of Fundamentals of Scholastic Philosophy for the Master's degree, must take for the degree of Doctor of Philosophy the complementary course of 60 hours in Fundamentals of Scholastic Philosophy.

4. All candidates for the degree of Doctor of Philosophy must take the Comprehensive Examination.

5. All candidates who have successfully passed the Comprehensive Examination are obliged to attend the Dissertation Seminar wherein the student's paper is prepared under the observation of the Faculty Committee. This is a 60-hour course and is not to be included in the minimum number of thirty required points. Students may enter this seminar at the beginning of the Spring Term.

6. All candidates are required to present a dissertation of 18,000 to 25,000 words, which must be approved by the Mentor and accepted by three of the four examiners.

7. All candidates must take an oral examination in the general field of their work and in the specific subject treated in the dissertation.

THE DISSERTATION

Two copies of all dissertations must be submitted for the Board of Examiners.

When the dissertation has been accepted by the Board of Examiners, three copies, two of which must be original copies, must be submitted for the University Library.

All copies of the dissertation must be typewritten on standard dissertation paper on sale at the University Book Store in the Woolworth Building and at the University Library uptown.

All copies of the dissertation must conform in every detail to the Model Pages of a Dissertation, copies of which may be obtained with the dissertation paper.

TEACHERS COLLEGE

VERY REV. ALOYSIUS J. HOGAN, S.J., Ph.D. . . *President*
REV. JOSEPH A. LENNON, S.J. . . . . *Dean*
JOHN J. O'CONNOR, M.A. . . . . *Registrar*
THOMAS F. MAHER, A.B. . . . . *Assistant Registrar*

GENERAL STATEMENT

In co-operation with the other schools and departments of the University, the Teachers College, chartered and approved by the New York State Board of Regents, offers training courses for Supervisor, Principal and Assistant-to-Principal in the city school system, and academic and professional preparation for teachers in colleges, normal schools, high schools, vocational and elementary schools. Through the same co-operation, the School of Education also affords opportunity to follow courses leading to academic degrees and certificates.

GENERAL ENTRANCE REQUIREMENTS

Candidates for admission to the Freshman Class must present evidence of their graduation with diploma from a four-year high school course in a school accredited by the New York State Regents. They must also submit a detailed record of their high school work. This record must represent at least 15 units distributed over four full years, and must be accompanied by a certification by the principal that the student is qualified for higher studies. It is expected that such certification will not be given to those who have received a grade of less than 75% in their high school course. Students must also furnish certificates of good moral character, and of honorable withdrawal from the school they last attended.

A unit is the value given to a study which is pursued 5 periods a week for approximately 45 minutes for each period, for 38 weeks (190 school days) and involving an equal amount of time in preparation outside of the classroom.

The credits offered for entrance into the regular Freshman Class must include the following subjects:

English (four years)	3 units
Mathematics—Elementary Algebra and Plane Geometry	2 units
History, Economics or Civics	2 units
Foreign Language (two years)	2 units
Elective units, three of which must be cultural .	6 units

The units must be so distributed that three units will be offered from one of the following groups:

Classical Languages	Mathematics
Modern Languages other than English	Science
History, Civics, Economics	

The three units beyond the twelve required cultural units may be elected from any major subject for which the high school allows credit.

CLASSIFICATION OF STUDENTS

High school students who have successfully completed the regular requirements for college entrance may be admitted.

A limited number of adults who do not wish to matriculate for any degree, but who wish further cultural development, may be admitted as special students.

Candidates who have not fully completed the requirements for admission, but who are regarded as qualified to pursue college work successfully, may, for weighty reasons, be admitted conditionally. No general rule will be stated for such admission, but each case will be treated individually on its merits. The Registrar will be glad to advise such candidates concerning their admission. In all cases, a candidate admitted with deficiencies must remove such deficiencies within a year.

Candidates for the degree of Bachelor of Science must satisfy the residence requirement of one year by the completion of thirty-two points. This requirement may be met by attendance during one academic year, or any two half-years, or by attendance upon residence courses distributed over a period of part-time study not exceeding five years.

Students, who, at the beginning of any session, are within twelve points of fulfilling the requirements for the Bachelor's degree will be permitted to pursue courses, called graduate and undergraduate, not, however, in excess of four points, with a view to offering them in partial fulfilment of the requirement for residence for a second degree; if within eight points, courses not in excess of eight points; if within four points, not in excess of twelve. Should such a student afterwards desire to matriculate for the degree of Master of Arts or Master of Science, the graduate courses previously taken by him under this provision will be accepted in partial fulfilment of the residence requirement for the Master's degree, provided the requirements for this degree are completed within a period of five years.

ADMISSION TO ADVANCED STANDING

A candidate for admission to advanced standing from other institutions of collegiate rank must present, first, a catalogue of the college from which he comes, and, second, an official certificate showing his entrance credits at that institution and his college record in each subject taken.

No one will be admitted under any circumstances to a standing higher than that represented by the completion of the Junior year.

GENERAL REGULATIONS

Absences: Only four hours absence is allowed in a thirty-hour course. Those who exceed the four hours, unless excused by the Dean, will be barred from the examination at the end of the session and must repeat the course to obtain credit. Those who wish to have absences excused because of sickness must present a doctor's certificate to the office as soon as they return to class. No one will be admitted to a lecture after the bell has rung.

Those who are absent from examinations, unless excused by the Dean, are automatically conditioned. They must take their examination at the time of the re-examinations and are subject to the regulations governing these examinations.

Examinations: To obtain credit for any course, a written examination must be passed at the end of the session. The passing mark is 65%. A mark between 50% and 65% means that the student is conditioned in the subject and must take a re-examination. A mark below 50% is a failure and the student must repeat the course to obtain credit.

Re-examinations: Re-examinations are held on a date announced during each session. These examinations are held for those who were conditioned in the term examinations, either because they failed to obtain the passing mark or because they were absent from examinations without an excuse, and for those whose examinations were postponed by the Dean. Except in the case of those whose examinations were postponed by the Dean, the only mark that will be given for a re-examination is "passed" or "failed" indicated by "P" or "F." All who take examinations at the time of re-examinations, for any reason whatever, must pay a fee of three dollars.

Program: All matriculated students must secure a booklet containing an outline of the courses they are to follow in order to secure their degree. The program outlined in the booklet must be followed exactly. No credit will be given for courses not listed in the student's program, unless the Dean has granted written permission to make a substitution.

Matriculated students will receive no credit for courses taken in other institutions unless they have received written permission from the Dean of Teachers College to take such courses.

New Students: To avoid delay at registration time, new students are urged to have their credentials in the Registrar's office several weeks before registration begins. New students for Teachers College should have certified to the Registrar an official record of high school work, as well as an official transcript of any POST-HIGH SCHOOL work.

REQUIREMENTS FOR B.S.

Apologetics	8
Economics	4
English	14
History	12
Modern Language	8
Philosophy	32
Public Speaking	2
Science	16
*Electives	34
	130

REQUIREMENTS FOR B.S. IN EDUCATION

GROUP I

General Academic or Cultural Subjects

Economics	4
English	14
History	8
Modern Language	6
Mathematics	2
Philosophy	18
Science	6
Electives*	30
	88

GROUP II

Educational Subjects

History of Education	4
Principles of Education	4
Educational Psychology	4
Educational Measurements	4
Educational Administration	2
Extra-Curricular Activities	2
Methods	6
Electives**	14
	40

Total credits for B.S. in Education 128

* Electives in the Cultural group are to be chosen, with the advice and consent of the Dean, from the student's major and minor fields.

** Electives in the Educational group are to be chosen, with the advice and consent of the Dean, from the following:

1. Psychology, Philosophy or Principles of Education, *e.g.*, Educational Measurements, Science of Education, Psychiatry, Mental Hygiene, Child Development and Inheritance, Formative Principles of Character, etc.
2. History and Methods of Education.
3. School Management and Administration.
4. Supervised Observation and Practice Teaching.

COURSES OF INSTRUCTION

Fordham University reserves the right to withdraw any course if, in the discretion of the Dean, registration does not warrant its continuance.

Courses are divided as follows:

1. UNDERGRADUATE (Courses numbered from S 1 to S 99).

   These courses are, in general, elementary and may not be offered in fulfillment of the requirements for higher degrees. No candidate for a Bachelor's degree may take the subjects of study in Group 2 until all required subjects in Group 1 have been satisfactorily completed.

2. UNDERGRADUATE AND GRADUATE (Courses numbered from S 100 to S 199).

   These courses are primarily intended for students who hold a first degree, but are open to undergraduates who have completed all prescribed work.

3. GRADUATE (Courses numbered from S 200 to S 299).

   These courses are restricted to such graduate students as are qualified to pursue the work to advantage.

4. SEMINAR AND RESEARCH COURSES. (Courses numbered above S 300).

   These courses are open only to graduate students, and should be selected to meet the requirements of the student's major concentration.

ART

The courses are especially pointed to help the classroom teachers in the elementary schools and in the junior and senior high schools teaching the arts. These courses are also designed to help all those who wish to prepare for the coming examinations for licenses to teach the arts in the elementary schools, the junior and senior high schools, as well as for the positions of teacher-in-training and of art supervisor.

The following courses in Art will be offered from Monday, July 8, to Friday, July 26 (No Saturday classes):

ART S 111.—Art Methods, Content and Studio Practice in Elementary and Secondary Schools. (3 points.)

This course consists of:

I. *Theory and Methods:* (a) Psychological basis for teaching the arts; (b) courses of study; (c) creative teaching, basis for art appreciation and creative expression; (d) lesson planning; (e) measuring growth and evaluating results; (f) classroom practice.

II. *Freehand Representation:* (a) Study of perspective and principles of construction; (b) analysis of form, proportion, etc.; (c) drawing from objects and from memory and imagination.

III. *Pictorial Composition and Arrangement—Art Appreciation:* (a) Reference to great works of art; (b) original problems.

IV. *Studio Practice:* Creative and drill exercises and problems; emphasis on line quality—light and dark, and light and shade tone, color, texture and other art qualities.

V. *Use of Various Mediums:* Pencil, crayon, charcoal, pen and ink, water color, pastel.

VI. *Classes and Individual Criticism:* Exhibitions.

VII. *Design:* (1) General design—Abstract. Design ideas—Feeling for pattern and space relationship—line, mass, form, tone, color. Common misconceptions as to what constitutes good design. (a) Appreciation situations—Discussion and research. (b) Creative activities—problems and exercises (studio practice). (2) Applied design—Form and function. Costume, stage, commercial lettering, interior decoration and architecture, pottery, craft problems, block printing, masks, etc.

VIII. *Mechanical Drawing and Development Problems.* Printed notes distributed to the class.

Fee, $40.00. Jouin Hall 26. 9-12.

ART S 112.—History and Appreciation of Art. (3 points.)

This course consists of:

(a) History of art by periods: (1) Ancient; (2) mediæval; (3) renaissance and modern; (4) appreciation lessons in both the fine and applied arts.

(b) Drawing from the draped model and cast—for knowledge and expression.

Mediums: charcoal, pencil and crayon; art anatomy; outdoor sketching in pencil, pastel or water color.

Fee, $25.00. Jouin Hall 26. 1-4.

Students are urged to register at the University at their earliest convenience.

For further particulars, communicate with:

MAX S. WILKES

Riverdale-on-Hudson, New York, N. Y.

6151 Tyndall Avenue Telephone, KIngsbridge 6-3281

BIOLOGY

Head of Department: Rev. Joseph Assmuth, S.J.

BIO. S 13 - S 14.—General Biology. (4 points.)

This course treats with the fundamental principles of biology. It includes the structure and composition of plants and animals with a complete study of the functions of living things; relations between animals and plants; the organism. The laboratory work will include study and dissection of plants and lower animals. This course is of great help to the secondary school teacher. The Regents' examinations will be discussed.

Mark T. Crowley, Ph.D.
Fee, $40.00. Biology Hall 22. Lect., 3-4; Lab., 1-3.

BIO. S 21.—History of Biology. (2 points.)

Earliest biological records; the Bible, the Egyptians, Aristotle; 384 B.C. down to the present day. Phases of biological study and development, and conditions responsible. The important part played by Catholic biologists in the advancement of knowledge.

Mark T. Crowley, Ph.D.
Biology Hall 22. Lec., 2-3.

Methods of Teaching Biology.

Cf. EDUC. 125 f.

REQUIREMENTS FOR GRADUATE WORK IN BIOLOGY

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Before a student may register for graduate work in Biology, he must be interviewed by the staff and his qualifications passed upon by all of the members of the staff.

Each applicant must have a reading knowledge in French or German or both. He must also have obtained 8 credits in General Biology; 8 credits in Histology and Embryology, and 4 credits in Comparative Anatomy.

Before the applicant starts his problem, it must be approved by the Head of the Biology Department, and the latter will keep in touch with the progress of the work from time to time, to give aid if necessary.

All work must be done in the University laboratories unless the Head of the Biology Department gives explicit permission to perform it in whole or in part at some outside institution.

The applicant must pass every course and every examination or test with a grade of 75%. An applicant rejected from one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

FOR THE M.S.: Applicants are required to complete successfully at least 30 semester-hours of work arranged with the advice of the Head of the Biology Department.

The applicant will be expected to write, on a subject assigned to him, a comprehensive thesis, which must include a résumé as complete as possible, of the latest publications on the assigned subject.

In addition to this, he must pass:

(a) A written examination of one hour in his major field, (Botany, Zoölogy, Histology, etc). The written examination must be taken during the first term of Graduate Matriculation.

(b) An oral examination of one hour by a board of examiners on Biology in general. This examination must be taken during the first term of Graduate Matriculation.

FOR THE PH.D.: Applicants in possession of the degree of Master are expected to complete at least 30 semester hours, extending over a period of two years.

The chief work expected of the applicant for the degree of Ph.D. is that he disclose some new position in his chosen field of Biology and substantially contribute to present knowledge in that field.

The applicant must present the results of his investigation in the form of a dissertation.

The applicant must pass:

(a) A written examination of two hours in whatever field of Biology he has elected (Botany, Zoölogy, Histology, etc). This examination must be taken during the first term of his matriculation for the doctor's degree.

(b) An oral examination of two hours in any or all the branches of Biology or any subject taken in preparation for the above degree.

In addition, the applicant must be capable of lecturing to a group on his work.

There will be monthly seminar meetings for all applicants.

The readers of the dissertation may call the applicant for an informal discussion on the paper.

All applicants for graduate degrees must successfully complete courses in Scholastic Philosophy prescribed for all students. (Cf. PHIL 201 - 204.) These courses are to count only over and above the minimum requirements of the Department of Biology.

BIO. S 109 - S 110.—Zoölogy. (4 points.)

This course deals with the animal kingdom only. It embraces a study of the classification of animals; the structures and functions of organs; morphology, ecology, environment, heredity and the economic importance of animals. The laboratory work will include the study of a type animal of each phylum.

Fee, $40.00. JAMES A. MULLEN, Ph.D.
Biology Hall 25. Lect., 9-10; Lab., 10-12.

BIO. S 111 - S 112.—Histology and Elementary Embryology. (4 points.)

(Prerequisite: a course in General Biology.)

The course will be in Zoölogy and will study the composition of the animal body and the organs in terms of their vital units, the cells; the chomosomes, the basis of heredity; the origin and maturation of the germ-cells, fertilization, cleavage and differentiation of tissues; the origin of the individual and the developmental process from the oosperm to the adult. Practice in micro-technique will be stressed.

Rev. Joseph Assmuth, S.J.
James A. Mullen, Ph.D.

Fee, $40.00. Biology Hall 22. Lect., 9-10; Lab., 10-12.

BIO. S 113 - S 114.—General Bacteriology. (4 points.)

The object of this course is to make the student familiar with the methods of detection, isolation and identification of micro-organisms. Lectures and laboratory on the forms of bacteria, their requirements for growth, and their chemical products will be held. The practical application of the manufacture of the media, staining, cultural reactions, and the principles of sterilization and disinfection are given special emphasis. The question of bacteria in disease and their importance from the economic standpoint will be considered.

William J. Bonisteel, Ph.C., B.S., M.A.

Fee, $40.00. Biology Hall 31. Lect., 9-10; Lab., 10-12.

BIO. S 115 - S 116.—Bacteriology, Physiology and Hygiene. (2 points.)

This course is designed with special reference to teachers who desire the fundamentals of bacteriology, hygiene, physiology and public health and community welfare. Stress will be put on water supplies, sewage, food depots, environment and health and social progress through health. The course will be illustrated by demonstrations.

William J. Bonisteel, Ph.C., B.S., M.A.

Fee, $20.00. Biology Hall 31. 11-12.

BIO. S 121 - S 122.—Mammalian Anatomy. (4 points.)

A study of the mammal with special reference to the cat. Structure and physiology of the different systems and organs. Detailed dissection of specially prepared specimens.

James A. Mullen, Ph.D.

Fee, $40.00. Biology Hall 36. Lect., 1-2; Lab., 2-4.

BIO. S 127 - S 128.—Entomology. (4 points.)

The class of insects; importance of hexapoda in general, and beneficial and injurious insects in particular; general anatomy of insects; heteronomous metameric structure and metamorphosis of insects.

Rev. Joseph Assmuth, S.J., and Assistants.

Fee, $40.00. Biology Hall 25. Lect., 11-12; Lab., 1-3.

BIO. S 129 - S 130.—Histology and Physiology. (4 points.)

A course of Organology and Organonomy: a study of the structures and functions of the organs and the systems of the body. This course attempts to correlate a detailed study of the histology of the organs with the specific function which the cells of the organ perform. Histology presented in a living and functioning aspect.

MARK T. CROWLEY, Ph.D.

Fee, $40.00. Biology Hall 31. Lect., 9-10; Lab., 10-12.

BIO. S 149 - S 150.—Botany, and Teaching Aids. (4 points.)

This course is for students of botany who wish to make a general review of the principles of general Botany with special emphasis on economic products derived from the various divisions of the plant kingdom. The course will deal with foods and accessory substances as derived from the plant, with particular stress on their physiological treatment. The following topics will be discussed: starches, cereals, drugs, timber, horticulture, seedless fruits; demonstrations and laboratory work will be used by the students to demonstrate the various phases of this subject.

(For further information, consult the professor.)

WILLIAM J. BONISTEEL, Ph.C., B.S., M.A.
Biology Hall 32. Lect., 1-3.

BIO. S 201 - S 202.—Botany, Special Work and Research.

For information, consult Head of the Department.

Fee, $10.00 per point.

BIO. S 203 - S 204.—Zoölogy, Special Work and Research.

For information, consult Head of the Department.

Fee, $10.00 per point.

BIO. S 301 - S 302.—Seminar in Botany. (4 points.)

For information, consult Head of the Department.

Fee, $30.00.

BIO. S 303 - S 304.—Seminar in Zoölogy. (4 points.)

Fee, $30.00.

CHEMISTRY

Head of Department, REV. JOSEPH B. MUENZEN, S.J., Ph.D.

1. All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

2. Graduate students in Chemistry at Fordham University usually major in either Physiological or Organic Chemistry, but problems in Analytical Chemistry may be arranged if need arises.

Before a student may register for graduate studies in the Chemistry Department he must have obtained eight credits in General Inorganic Chemistry, eight in Organic Chemistry, four in Qaulitative Analysis, four in Quantitative Analysis and eight in Physical Chemistry.

3. All work must be done in the University laboratories unless the Head of the Chemistry Department gives explicit permission to perform it in whole or in part at some outside institution.

4. Before he may be recommended for a degree, the applicant must pass every course and every examination with a satisfactory grade, and fulfil the general requirements for graduate degrees. The applicants must also satisfy the professors under whom they work that, besides a good general knowledge of the fundamentals of Chemistry, they also possess a detailed and scientific knowledge of their own specialty, an ability to prosecute a chemical problem with originality and initiative in the laboratory, and a working knowledge of the use of the chemical literature, especially that published in English, German and French.

5. Attention is called to the fact that it is not enough to have satisfied time requirements and course attendance. It is the desire of the Department that those students whom it recommends for graduate degrees shall be only such as possess a broad knowledge of the science of Chemistry and who may be expected to carry on the traditions of the Department for productive scholarship of a high order. An applicant rejected for one graduation will not, under any circumstances, be granted a re-examination for the same graduation.

6. No one will be allowed to pursue doctorate work in the Chemistry Department unless he can carry on his work full time on each school day, except in the case of graduate students doing instructional work in the University laboratories. Graduate work can be carried out in summer school only if the summer school has been immediately preceded by, or will be immediately followed by, one or more semesters of graduate work along the same line.

7. Before deciding on the qualifications of an applicant seeking admission as a graduate student toward either a Master's or a Doctor's degree, the Department reserves the right to subject him to a comprehensive qualifying examination (oral, or written, or both), whether his former degree was granted by Fordham University or not.

FOR MASTER'S DEGREE: To be recommended for a Master's degree applicants must have taken courses amounting to a minimum of twenty-four semester hours' credit, the selection of courses to be approved first by the Department.

In addition to passing the regular examinations in the various courses during the year, candidates for the Master's degree, towards the end of their course, must also take either or both of the following examinations at the discretion of the Department:

(a) A comprehensive written examination to test the candidate's general knowledge of Chemistry, which may include General Chemistry, Qualitative Analysis, Quantitative Analysis, Organic and Physical Chemistry. For students majoring in Physiological Chemistry, this subject may also be included in the examination matter. Such questions may be expected in General, Analytical and Physical Chemistry as would be given in a final comprehensive examination in the undergraduate course in these subjects. The candidates will also be expected to know the various scientific journals commonly used by chemists, the libraries (in New York City) in which they are to be found and the general procedure of conducting a literature search in them.

(b) An oral examination of at least one hour, covering the same matter.

The votes of the examiners will express two judgments: (1) whether the candidate is to be recommended for a Master's degree; (2) if worthy of a Master's degree, whether or not he is considered capable of pursuing studies for the Doctorate if he should so desire. The decision of the examiners on these points will be given in writing after a conference and will be based on the final results of both the written and the oral examinations.

(c) Before being allowed to take these final examinations the candidate must satisfy the department that he has a good reading knowledge of chemical German. This examination will be oral or written, at the discretion of the Faculty Committee. No other language may be substituted for German. Language requirements must be satisfied before May 1 for June graduation and before January 1 for February graduation.

FOR THE DEGREE OF PH.D.: All the general requirements mentioned on page 17 apply to applicants seeking a doctorate in Chemistry. The minimum time requirements will be increased in the case of graduate students working as assistants in the University laboratories.

A good reading knowledge of both French and German must be shown before an applicant will be recommended for the degree of Ph.D. Both language requirements must be absolved by the end of the first year's graduate study after the Master's degree.

Applicants admitted for doctorate work are accepted on condition, i.e., that they are considered capable by the Faculty Committee of doing research work and that they successfully pass a general examination in the field of Chemistry. These conditions will be decided upon after the applicant has completed at least two and not more than three semesters after the Master's degree. This general examination will be oral and will not exceed two hours. It will be preceded by a written examination in the applicant's major field. In addition to the topics listed in the general examination for the Master's degree, the applicant is responsible for the subjects taken thereafter.

Before an applicant is admitted to the final examination for the Doctor's degree, the thesis which he presents must be read by four and reported on favorably by three members of the Fac-

ulty who have examined it, who will not accept it as satisfactory unless it is, in their judgment, a worth-while contribution to the science of Chemistry, such as would be accepted in whole or in part by the editors of one of the standard chemical journals in which similar work is usually published.

The final examination will be conducted during the semester prior to receiving the degree. This examination will be oral and confined to the dissertation and topics intimately related to it.

FOR THE DEGREE OF SC.D.: The same regulations apply to this degree as those already stated under Ph.D. degree, except that the course in Scholastic Philosophy is not required.

N.B.—Tuition for all Chemistry Courses, $10.00 a point.

CHEM. S 11, S 12, S 13, S 14.—General Chemistry. (8 points.)

This course forms the beginning of chemical education. In it the student is taught the fundamental theories on which the structure of this important science rests. The work embraces the principal laws involved in chemical operations, symbols, nomenclature and classification of compounds, methods and practice of chemical calculations, with a rather detailed discussion of the non-metallic elements. The course is divided into two parts, S 11 and S 12 referring respectively to lecture and laboratory of first part. S 13 and S 14 refer to lecture and laboratory of second part.

WILLIAM J. CONWAY, Ph.D.
Breakage deposit, $20.00. Chemistry Hall. 9-12. 1-4.

CHEM. S 21 - S 22.—Qualitative Analysis. (4 points.)

In this course stress is laid on the determination and isolation of the metallic or baseforming elements, without considering the amounts in which they may be present. Due emphasis is given to the theoretical principles upon which the separation of these elements depends.

WALTER A. HYNES, ScD.
Breakage deposit, $10.00. Chemistry Hall. 9-12.

CHEM. S 23 - S 24.—Qualitative Analysis. (4 points.)

In this course stress is laid on the isolation and determination of the non-metallic or acid-forming elements and the radicals which they form. In addition, due consideration is also given to those reactions characterizing dry analysis.

WALTER A. HYNES, ScD.
Breakage deposit, $10.00. Chemistry Hall. 1-4.

CHEM. S 31 - S 32.—Quantitative Analysis. (4 points.)

This course involves the theoretical and practical study of principles underlying volumetric problems and their applications.

LEO K. YANOWSKI, Ph.D.
Breakage deposit, $10.00. Chemistry Hall. 1-4.

CHEM. S 33 - S 34.—Quantitative Analysis. (4 points.)

The principles and practices of gravimetric analysis are covered in this course, involving the important anions and cations.

Leo K. Yanowski, Ph.D.
Chemistry Hall. 9-12.

Breakage deposit, $10.00.

CHEM. S 41, S 42, S 43, S 44.—Organic Chemistry. (8 points.)

Various classes of aliphatic compounds are studied from the standpoint of synthesis, behavior, structure and applications. S 41 and S 42 refer respectively to the lecture and laboratory of the first part. In the second half, a study is made of the cyclic series and of some of the most important heterocyclic compounds.

Werner Freudenberg, Ph.D., and Assistants.
Chemistry Hall. 10-12. 1-4.

Breakage deposit, $20.00.

CHEM. S 65.—Application of Mathematics to Chemistry. (2 points.)

(Prerequisite: Trigonometry.)

A course for students of chemistry who have not the time to take the regular courses in analytical geometry, differential and integral calculus, or for those who wish to review these subjects before beginning the study of the mathematical branches of chemistry. It is intended to familiarize the student with the treatment of experimental results by mathematics.

William H. Hamill, M.S.
Time by arrangement. Chemistry Hall.

CHEM. S 71 - S 72, S 73 - S 74.—Physical Chemistry. (8 points.)

(Prerequisites: CHEM. S 31 - S 34, MATH. S 31, PHYS. S 11 - S 12.)

A course dealing with the fundamental principles of chemistry. These principles are dealt with from a mathematical standpoint by means of problems and experiments. Special emphasis is placed on applications to organic and physiological chemistry.

Two hours lecture and four hours laboratory.

Breakage deposit, $20.00. William H. Hamill, M.S.
Time to be arranged. Chemistry Hall.

CHEM. S 75 - S 76.—Introductory Physical Chemistry. (4 points.)

The progress of Physical Chemistry and its application in the field of medicine has necessitated a course which will equip the aspirant to the medical profession with an adequate knowledge of this important branch of chemistry.

This course will be useful to prospective medical students on account of the stress laid on physical chemistry by all medical schools at the present time.

William H. Hamill, M.S.
Time to be arranged. Chemistry Hall.

CHEM. S 151 - S 153.—Physiological Chemistry. (4 points.)

(Prerequisite: CHEM. S 21 - S 22, S 31, S 41 - S 44.)

In this course the chemistry of metabolism and of fats, carbohydrates and proteins is dealt with, also the chemical aspects of nutrition and of certain pathological conditions of the animal body.

LEOPOLD R. CERECEDO, Ph.D.
JACOB A. STEKOL, Sc.D.
Time to be arranged. Chemistry Hall.

CHEM. S 152 - S 154.—Physiological Chemistry. (4 points.)

Laboratory course for course S 151 - S 153.

JACOB A. STEKOL, Sc.D.
Breakage deposit, $20.00. Chemistry Hall.

CHEM. S 190.—Chemical Analysis of Blood and Urine. (3 points.)

(Prerequisite courses: CHEM. S 31, S 41.)

Methods of analysis of blood and urine, with reference to modern clinical application of the principles of biochemistry of blood and urine under normal and pathological conditions.

Time to be arranged. JACOB A. STEKOL, Sc.D.
Breakage deposit, $10.00. Chemistry Hall.

Methods of Teaching Chemistry.

Cf. EDUC. S 126 f.

ECONOMICS

(See Political Philosophy.)

EDUCATION

FACULTY COMMITTEE

Philosophy and History:

Head of Department and Chairman of the Committee: DR. MARIQUE.
Office hours: Daily from 9 to 10 A.M.

Psychology and Measurements:

Head of Department: DR. ROCK.
Conference hours: Dr. Rock, daily, 11-12, 1-2, and by appointment.
Dr. Byrns, 1-2.

Administration and Methods:

Head of Department: DR. CRONIN.
Conference hours: Dr. Cronin, 10-11.
Dr. Ryan, by appointment.

EDUC. S 11.—History of Education, I. (2 points.)

A general survey of the history of education from ancient times to the Protestant Revolution. Particular attention will be given to the following topics: Greek education; Roman education; the beginnings and main contributions of Christianity; the monasteries and the preservation of learning; the Carlovingian Revival; the school system and education of the Middles Ages; Scholasticism; Universities; the Renaissance; Humanism.

JOSEPH M. CONNORS, M.A.
Biology Hall 15. 10-11.

EDUC. S 12.—History of Education, II. (2 points.)

A general survey of the history of education from the Protestant Revolution to the present time. The following topics will be treated: The Protestant Revolution; the Catholic Revival; realism and the early scientific movement; the enlightenment; naturalism; school reforms of the Eighteenth and Nineteenth Centuries; the improvement of method; beginnings of education in America and early national influences in the United States; development of free schools, establishment of school supervision; the extension of the system; high schools, normal schools and state universities; national systems of France, Prussia, and England; Federal relations to education in United States.

Not given Summer, 1935.

EDUC. S 13.—Introductory Philosophy of Education. (2 points.)

This course is intended to introduce the student to the philosophy of education. Among the topics studied are the following: The nature, scope and place of education, its relationship to religion, ethics, philosophy and allied sciences, the art and science of education, teaching and learning, the encyclical of the Pope on education, immediate and ultimate objectives of education, the fivefold nature of the individual's education, Catholic philosophy of education, individualism and socialism.

JOHN REDDEN, M.A.
Biology Hall 20. 9-10.

EDUC. S 15.—Principles of Secondary Education. (2 points.)

After a brief consideration of the nature, scope and organization of secondary education, treatment will be given to the following topics: Aims and objectives of secondary education, physical and mental characteristics of students, principles of learning, methods of teaching, the program of studies, vocational training and guidance, intelligence and educational tests, modern special functions and issues of secondary education, teacher's qualifications, extracurricular activities, relation to higher and lower education.

JOSEPH M. CONNORS, M.A.
Biology Hall 15. 11-12.

EDUC. S 18.—Classroom Management. (2 points.)

The purpose of this course is to familiarize the student with the fundamental devices, techniques and principles of effective management of a school class. Among the topics treated will be:

The first days of teaching, how to get started properly in teaching, the physical conditions of the classroom, the handling of materials and equipment, economy procedures in class routine, discipline, drill, lesson plans, use of methods of teaching, records and reports, marking and grading, examinations and testing, individual differences, student-teacher relations.

JOACHIM SCOPPA, M.A.
Biology Hall 21. 11-12.

EDUC. S 19 - S 20.—Foundation of Method. (4 points.)

The acquisition of knowledge at first hand and at second hand; the means of acquiring facts; application of apperception, attention, interest in acquiring knowledge; the problem as a device for focusing attention and securing educative thought; the media of instruction; development lessons; use of deduction in gaining new knowledge or insight; educational value of verification; the value of laboratory work as a principle to be observed in all studies; practice, review, examinations and defects in teaching.

Not given Summer, 1935.

EDUC. S 30.—A Study of the Child. (2 points.)

A study of the development of the normal child from birth through the preadolescent period. This course will stress the pedagogical implications of the developmental stages of infancy and childhood and difficulties encountered by the child in passing from one stage to the other. It will discuss physical, emotional, moral and social development.

FRANK D. WHALEN, Ph.D.
Biology Hall 16. 9-10.

EDUC. S 31 - S 32.—Educational Psychology, I and II. (4 points.)

An introduction to the most important psychological principles as they apply in the field of education. The major topics to be discussed include developmental tendencies, motivation, the learning process and factors influencing efficient learning, transfer of training, understanding and generalizing. The application of the concepts of mental age and educational age in meeting the individual needs of exceptional children and the application of certain principles of learning in the fundamental school subjects will be considered.

RUTH K. BYRNS, Ph.D.
Biology Hall 11. 9-11.

EDUC. S 35.—The Use and Interpretation of Tests. (2 points.)

The use of diagnostic tests particularly in reading and arithmetic. How to discover weaknesses in classes and in individual pupils. Testing as an aid to remedial teaching. Methods of giving, scoring and interpreting tests. Techniques to be followed in constructing new-type school and diocesan tests.

FRANK D. WHALEN, Ph.D.
Biology Hall 16. 10-11.

EDUC. S 103 a.—History of Education in Modern Times, I. (2 points.)

The transition period between the Middle Ages and the Eighteenth Century is covered. The course begins with a survey of the mediæval educational system and then deals with the following movements and their influence on education: The Renaissance, the Protestant Revolution, the Catholic Revival and the Early Scientific Movement. Special attention is given to the beginnings of Christian education in the United States.

JOHN REDDEN, M.A.
Biology Hall 20. 10-11.

EDUC. S 104 a.—History of Education in Modern Times, II. (2 points.)

A survey of the condition of the school in the Eighteenth Century and a brief consideration of the educational meaning of the enlightenment, the industrial and political revolutions which closed the century. The course then deals with the trend of educational theory in the Nineteenth Century, the changes in the practice of classroom teaching, the growth of national school systems and the multiplication of types of schools.

Not given Summer, 1935.

EDUC. S 105 c.—Hental Hygiene, I. (2 points.)

A study of the adjustment of the individual to his environment with emphasis on causative factors underlying maladjustment and on preventive measures. In the first division, the case study method of individual diagnosis, preventive and remedial programs for the problems of the emotional adjustment of physically-handicapped, mentally-handicapped, gifted and speech-defective children will be considered. Illustrative case material will be utilized. This course is open to undergraduates who have had EDUC. S 31 - S 32 and to all graduate students.

RUTH K. BYRNS, Ph.D.
Biology Hall 11. 11-12.

EDUC. S 106 c.—Mental Hygiene, II. (2 points.)

A study of the adjustment of the individual to his environment with emphasis on the prevention of maladjustment through analysis of its underlying causative factors. Studies of the relationship between such environmental factors as parental attitudes, teachers, attitudes and community and recreational facilities to child adjustment and to juvenile delinquency will be considered and evaluated. Illustrative case material will be utilized.

(To be given Summer of 1936 and Second Semester of 1935-36. See EDUC. S 105 c.)

EDUC. S 101 f.—Arithmetic for Elementary School Teachers. (2 points.)

This course, while covering the work of all the elementary grades, emphasizes the work in the first three grades and the problems

involved in introducing the child to number concepts. The arithmetic curriculum is studied together with approved methods of presentation. Practical demonstrations will be given.

JOACHIM SCOPPA, M.A.
Biology Hall 21. 9-10.

EDUC. S 102 f.—Arithmetic for Elementary School Teachers. (2 points.)

This course, while covering the work of all the elementary grades, will emphasize the content and method used in Grades 4-8.

JOACHIM SCOPPA, M.A.
Biology Hall 21. 10-11.

EDUC. S 103 f.—Reading in the Primary Grades. (2 points.)

Factors involved in successful oral and silent reading; vocabulary studies; phonics; primary reading techniques and tests.

FRANK D. WHALEN, Ph.D.
Biology Hall 16. 11-12.

EDUC. S 104 f.—Writing in the Primary Grades. (2 points.)

Practical demonstrations to guide teachers in a progressive method of developing handwriting skills through Grades 1-3.

ELIZABETH LEONARD.
Jouin Hall 15. 10-11.

EDUC. S 105 f.—English for Elementary School Teachers.

This course covers the teaching of English in Grades 4-8.

Not given Summer, 1935.

EDUC. S 106 f.—Geography for Elementary School Teachers. (2 points.)

Current techniques in the teaching of journey, regional and human geography; problems and projects; excursions and visual aids; supervised study in geography.

EUGENE B. GARTLAN, M.A.
Jouin Hall 15. 11-12.

EDUC. S 107 f.—History and Civics for Elementary School Teachers. (2 points.)

Not given Summer, 1935.

EDUC. S 109 f.—Teaching the Major Subjects in the 4th, 5th and 6th Years. (2 points.)

This course treats of effective methodology in English, arithmetic, history and geography. Modern pedagogical thought is applied to actual classroom situations. Attention is also given to standardized tests in the various subjects and the teaching of children to study. The various new courses of study for New York City will be interpreted.

Not given Summer, 1935.

EDUC. S 110 f.—Drawing for Elementary School Teachers. (2 points.)

This course will exemplify the New York Diocesan Syllabus in drawing. Art principles will be studied in theory and practice periods. Methods of presentation and illustration will be featured.

YVONNE CÔTÉ SHADY.
Collins Hall 23. 1-2.

EDUC. S 111 f.—Music for Elementary School Teachers. (2 points.)

This course is designed to provide teachers in Catholic schools with music knowledge and methods for grade instruction. It will present working plans for the classroom, *i.e.,* teaching children how to sing, how to appreciate music and how, eventually, to improve their standard of musical taste.

JAMES MCCORMACK, M.A.
Administration 1. 1-2.

EDUC. S 125 f.—Methods of Teaching Biology. (2 points.)

A clear statement of the value of biology from an educational standpoint. The relation of biology to other sciences. Selection of subject-matter and its arrangement in courses of study. Aids for the demonstration of various types.

JAMES A. MULLEN, M.S., Ph.D.
Biology Hall 25. 11-12.

EDUC. S 126 f.—Methods of Teaching Chemistry in Secondary Schools. (2 points.)

The course is designed primarily for those who wish to acquaint themselves with the most modern theories and practices relating to the teaching of chemistry in secondary schools. Some of the topics the course will deal with are: Subject-matter in New York Syllabus. Other State Syllabi. The basis for the selection of material. The organization and presentation of material. The laboratory—its aims and objectives. Critical evaluation of the various articles and studies relating to the teaching of chemistry. Tests and measurements in chemistry. Chemistry in light of modern pedagogy.

DANIEL F. FITZPATRICK, M.A.
Chemistry Hall. 1-2.

EDUC. S 127 f - S 128 f.—Teaching of English in Secondary Schools. (4 points.)

This course presents the entire work of high school teachers of English. It includes books usually studied in secondary school courses, and gives general instruction in all classroom and extra classroom work. It gives full preparation for the New York and New Jersey examinations for license as teacher of English.

JOSEPH F. MORIARTY, M.A., LL.B.
Collins Hall 20. 10-12.

EDUC. S 129 f.—Methods of Teaching English Composition in Secondary Schools. (2 points.)

1. Principles and methods: general classroom principles for teacher and for pupil. Three stages in mastering an art: analysis, crisis, synthesis; methods: reproducing, briefing, amplifying, restoring; précis-writing; method of models; history, theory, practice.
2. Models for the elements of composition: qualities of clearness, interest, force words, sentences, paragraphs.
3. Models for the processes of composition; narration, description, exposition, argumentation, persuasion.
4. Models for the types of composition: essay, speech, story, versification.
5. Accessories for stimulation: correcting of exercises, reading, publicity, rivalry and emulation.

Text-book: *Model English, II,* Donnelly, S.J.

References: *Model English, I, Persuasive Speech,* Donnelly, S.J.

Rev. Francis P. Donnelly, S.J.
Jouin Hall 4. 11-12.

EDUC. S 135 f - S 136 f.—Teaching Health Education in Elementary, Secondary and Continuation Schools. (4 points.)

In this course special consideration is given to methods of teaching the principles of Health Education.

Helen Lidelle Jones, M.A.
Pharmacy Hall 2. 11-1.

EDUC. S 139 f.—Phonetics for Modern Language Teachers. (2 points.)

A general course dealing with the theory and practice of the science of speech sounds as applied to modern foreign languages, especially French, Spanish, German and Italian. The study and analysis is based on English sounds, emphasizing the differences between English and foreign pronunciation. The topics treated will be: production of speech sounds, sound changes, word groups, rhythm and intonation. There will be graded exercises in the standard pronunciation of modern foreign languages, practice in the use of the symbols of the International Phonetic Association, and intensive oral and ear training. The course is intended for students and teachers of modern foreign languages and teachers of English to foreigners. No previous knowledge of phonetics is necessary.

John M. Pittaro, M.A.
Jouin Hall 21. 9-10.

EDUC. S 144 f.—Methods of Teaching Latin in Secondary Schools. (2 points.)

A clear statement of the objectives and their bearing on education will be the first consideration. Preparation of the teacher, use of

source material and tests will be treated. The methods introduced will be focused on the adolescent pupil. Current literature on the subject will also be evaluated.

FRANK A. SCHAEFER, Ph.D.
Jouin Hall 12. 9-10.

EDUC. S 140 f - S 141 f.—Methods of Teaching Modern Foreign Languages in Secondary Schools. (4 points.)

The teaching of modern foreign languages will be discussed and progressive practices in methods will be evolved to meet present-day conditions in the junior and senior high schools. The main principles of language teaching will be applied to French, Spanish, German and Italian. Attention is given to the selection and handling of material with practical demonstrations by the instructor. There will be lectures, individual and group projects, readings, reports, discussions and a critical examination of modern language bibliography. For teachers in service, department heads and those who are preparing to teach modern foreign languages.

JOHN M. PITTARO, M.A.
Jouin Hall 21. 10-12.

EDUC. S 156 ef.—Secondary School Supervision. (2 points.)

This course will consider the scope of secondary school supervision; departmental supervision; the application of the scientific method; supervision of secondary school subjects and activities; visitation and conference; selection and organization of subject-matter; diagnostic and remedial measures; teacher rating; evaluation of supervision; needed research in supervision for the secondary school level.

FRANCIS A. RYAN, Ph.D.
Biology Hall 10. 11-12.

EDUC. S 162 e.—Methods of Secondary Education. (2 points.)

The scope of this course includes: meaning of method in the secondary school; needs and interests of adolescents; analysis and evaluation of motivation, questioning, assignment and review procedure; lesson planning; lesson types; the appreciation lesson; socialized procedure; visual instruction; problem and project teaching; method in diagnostic and remedial measures; and the use of new-type examinations, standard achievement tests and scales in the secondary school.

FRANCIS A. RYAN, Ph.D.
Biology Hall 12. 10-11.

EDUC. S 207 a.—Comparative Education, I. (2 points.)

A comparative study of the historical development of the more important national systems of education in the Nineteenth Century.

JOHN REDDEN, M.A
Biology Hall. 11-12.

EDUC. S 241 c.—Educational Psychology. (2 points.)

The present status of research on the following topics as they relate to educational theories and practices: heredity, growth and

maturation; theories of instinct; emotion; motivation and personality adjustments; general and special capacities; uses and results of intelligence testing.

(To be given Summer of 1936 and First Semester of 1935-1936. See EDUC. S 242 c.)

EDUC. S 242 c.—Educational Psychology. (2 points.)

The present status of research on the following topics as they relate to educational theories and practices: theories of learning; economy and guidance of learning; transfer of training; the higher thought processes; conditions affecting efficiency; personality and character.

Robert T. Rock, Jr., Ph.D.
Biology Hall 10. 10-11.

EDUC. S 243 c.—Psychology of the Elementary School. (2 points.)

A critical survey of the most important research studies relating to the learning of arithmetic, spelling, reading, language and the social studies. Psychological data bearing upon recent modifications in instructional procedures will be considered. The educational implications of the magnitude of individual differences in ability and achievement will be treated.

Robert T. Rock, Jr., Ph.D.
Biology Hall 10. 9-10.

EDUC. S 277 e.—Principles of Educational Administration, I. (2 points.)

The scope of this course is twofold: (1) Historical aspects of organization and administration of schools; state organization and control; district, town and county organization; city school organization and administration; boards of education; organization in Catholic school systems. (2) Selected problems related to administration, including problems of organization, attendance, pupil progress, pupil classification and guidance.

Rev. James T. Cronin, Ph.D.
Biology Hall 12. 9-10.

EDUC. S 288 e.—The Legal Basis of School Organization and Administration, II. (2 points.)

This course will consider statute and case-law on the following topics: School property; school money and indebtedness; teacher certification, employment, contract, tenure, pensions, dismissal; pupil attendance, regulation, discipline, punishment; and the legal rights and obligations of non-public schools.

Rev. James T. Cronin, Ph.D.
Biology Hall 12. 11-12.

ENGLISH

FACULTY COMMITTEE

English Literature Since 1890:
American Literature:

Head of Department and Chairman of the Faculty Committee:
JOSEPH F. CASHMAN, Ph.D.
Conference hours: 9-10, 12.30-1.

Literary Criticism and Philosophy of Literature:

Head of Department: JOHN H. SCHIESWOHL, Ph.D.

English Literature to 1400:

Head of Department: JOHN REBER, M.A., Litt.D.
Conference hour: 2-3.

English Literature, 1400-1603:

Head of Department: REV. JOHN P. MONAGHAN, B.D., Ph.D.

English Literature, 1603-1798:

Head of Department and Secretary of the Faculty Committee:
JAMES E. TOBIN, Ph.D.
Conference hour: 12.30-1.

English Literature, 1798-1890:

Head of Department: JESSE H. HALEY, Ph.D.
Conference hour: 12.30-1.

ENG. S 13.—Precepts of Poetry. (2 points.)
(Required.)

The nature and province of poetry. The emotional, imaginative and intellectual element. Points of form. An examination of epic, lyric and dramatic poetry. General laws of versification, including the standard forms of verse: the ode, the sonnet, the Spenserian stanza, etc. The French forms of verse: the triolet, the rondeau, etc.

REV. AUGUSTUS M. FREMGEN, S.J.
Collins Hall 20. 9-10.

ENG. S 15.—Types of Prose. (2 points.)

This basic course treats of the forms of prose literature, the novel, short story, essay and others. Its object is to develop a literary taste and at the same time to provide a necessary background for students intending to teach English.

JOSEPH F. MORIARTY, M.A., LL.B.
Collins Hall 20. 1-2.

ENG. S 17.—Precepts of Oratory. (2 points.)

(Required.)

The theory of oratory. Analysis of oratorical masterpieces. Historical survey of the great orators. The preparation of briefs and the composition of speeches.

JOHN H. SCHIESWOHL, Ph.D.
Collins Hall 17. 11-12.

ENG. S 21.—History of English Literature to 1700. (2 points.)

(Required.)

History of English literature from Beowulf to the Restoration. The development of prose and poetry. The growing interest in the drama. Shakespeare and his contemporaries. The Puritan Age.

DONALD F. CONNORS, M.A.
Collins Hall 19. 11-12.

ENG. S 22.—History of English Literature since 1700. (2 points.)

(Required.)

History of English literature from the Restoration to the present time. The classical, romantic and realistic schools. The development of the novel and the essay. Reading and study of the prose writers of the Eighteenth and Nineteenth Centuries.

JESSE H. HALEY, Ph.D.
Collins Hall 21. 10-11.

ENG. S 23.—Shakespeare. (2 points.)

A study of ten of the most familiar plays, tragedies, comedies and histories, with particular stress upon Shakespeare's dramatic ability: his power of characterization, his plot construction, his place in the Elizabethan theatre.

JAMES E. TOBIN, Ph.D.
Collins Hall 18. 11-12.

ENG. S 29.—American Literature. (2 points.)

A brief survey of colonial literature will be followed by a critical appreciation of the literary development of this country from Irving and Cooper to the present time. The origin and development of the American forms of the short story. The Eighteen-Nineties in America. The beginnings of the new forms. Reading and study of the leading authors of each period.

DONALD F. CONNORS, M.A.
Collins Hall 19. 10-11.

ENG. S 35.—Advanced English Composition, I. (2 points.)

(Required.)

This course will consist of practical work, based upon the consideration of diction, of sentence structure, and of paragraph development. It aims at the correction of errors commonly found in the written work of advanced students. The laboratory method will afford regular exercise during every session. Longer essays will give opportunity for original work in exposition.

JOHN H. SCHIESWOHL, Ph.D.
Collins Hall 17. 10-11.

ENG. S 36.—Advanced English Composition, II. (2 points.)
(Required.)

This course will consist of practical work in the writing of the following types of literature: the critical essay, the feature article, the editorial, the interview, the informal argument, the business letter, the after-dinner speech, the satire, the parody, the character sketch, the local color study, the dialogue, the episode, the familiar essay. The work will be profitable to those who, having a mastery over the mechanics of writing, desire a further knowledge of the modern application of narration, description and argumentation.

(To be given Summer, 1936.)

REQUIREMENTS FOR GRADUATE WORK IN ENGLISH

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Each student should determine at the outset of his graduate work in which of the Departments in the field of English he is to do research, viz.: I, Criticism; II, Literature to 1400; III, from 1400 to 1603; IV, from 1603 to 1700; V, from 1700 to 1798; VI, from 1798 to 1890; VII, since 1890; VIII, American Literature. The student's dissertation is to be done in one of these fields, and a program of courses, fitting his chosen work, and preparing him for the Comprehensive Examinations, is outlined early in his graduate career after consultation with his Mentor.

FOR THE M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation. Of this minimum of 30 points the following are required: Anglo-Saxon or Chaucer; one 30-hour course in criticism (courses designated by the symbol a); one 30-hour course in backgrounds (designated by the symbol b); and at least one 30-hour seminar in the field chosen for the dissertation. The remaining 20 points are to be taken in the Department of English, and at the direction of the student's Mentor.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of English and American literature, and a means of proving his fitness as a candidate for a graduate degree.

FOR THE DEGREE OF PH.D.: The minimum requirements for this degree are 30 hours of course work, the successful passing of a comprehensive qualifying examination, the satisfactory completion of a dissertation and of an oral examination upon the same. Of this minimum of 30 points the following are required: Anglo-Saxon, Chaucer, and the History of the English Language; in addition to those already completed for the M.A., one 30-hour course in criticism; one 30-hour course in back-

grounds, and 60 hours of seminar work in the field chosen for the dissertation. The remaining 14 points are to be taken in the Department of English and at the direction of the student's Mentor.

The comprehensive examination for the Doctor's degree will consist of an advanced test of the student's knowledge of literature and, particularly of the field of specialization which he has chosen. The examination will be divided as follows: Part I: Philosophy and Criticism of Literature, English Literature to 1400; Part II: English Literature, 1400-1660; Part III: English Literature, 1660-1798; Part IV: English Literature, 1798-1890; Part V: English Literature since 1890; American Literature; Part VI: Specialization.

Certain courses may be taken outside the Department of English, if they are allied to the student's work upon his dissertation, and if they are approved by his Mentor.

Attendance in the Dissertation Seminar (ENG. 401 - 402) is required of all candidates for the M.A. and Ph.D. Credit for completion of this seminar is not included in the minimum total of 30 semester hours. This seminar is not given at the Summer Session.

ENG. S 111 a.—Philosophy of Literature. (2 points.)

The basic factors of literature in the light of the Scholastic philosophical aspects of truth, of the beautiful, and of the good.

JOHN H. SCHIESWOHL, Ph.D.
Collins Hall 17. 9-10.

ENG. S 114 a.—Literary Criticism. (2 points.)

This course offers considerations on the nature of criticism, the intellectual element, the emotional element, the imaginative element.

Not given Summer, 1935.

ENG. S 120 b.—Mediæval Legends and Romance. (2 points.)

The Germanic heroic legend: Beowulf, Siegfried, Theodoric, the Nibelungs. The Icelandic Saga. The discovery of America in the Sagas. The great cycles of Mediæval Romance. (A) The matter of France: The romance of Charlemagne and the Crusades. (B) The matter of Greece and Rome: The story of Troy, Thebes, Alexander. (C) The matter of Britain: Tristan and Isolt, King Arthur and Arthurian adventures, the Quest of the Holy Grail. The religious romances. Miracles of Our Lady. Legends of the Saints. The literature of vision. The problem of sin and redemption in the legends of Pilate, Judas, Robert the Devil, Tannhäuser, The Wandering Jew and Faust. The romances of Renard the Fox. The mediæval tale and short story.

ARTHUR F. J. REMY, Ph.D.
Collins Hall 21. 1-2.

ENG. S 159.—English Literature, 1660-1798. (2 points.)

A chronological study of the poetry of the period from Milton and Dryden to the publication of the Lyrical Ballads. The work of the Restoration verse-makers; Pope and his "classical" successors; Gray, Collins, Warton, Goldsmith, Blake, Burns and Crabbe. The rise of the romantic spirit.

JAMES E. TOBIN, Ph.D.
Collins Hall 18. 10-11.

ENG. S 161.—Early Nineteenth Century Poetry. (2 points.)

The height of the Romantic Movement: Wordsworth, Coleridge, Shelley, Keats, Byron, Scott and the minor figures, in their own writings and in the criticism of their contemporaries.

JESSE H. HALEY, Ph.D.
Collins Hall 21. 9-10.

ENG. S 166.—Later Nineteenth Century Prose. (2 points.)

Special emphasis on Thackeray, Ruskin, Arnold, Huxley, Pater, Stevenson and the novelists.

JESSE H. HALEY, Ph.D.
Collins Hall 21. 11-12.

ENG. S 173.—American Literature, 1890-1910. (2 points.)

A study of the literature and literary movements in the United States between 1890 and 1910; their origins and the principal writers.

JOSEPH F. CASHMAN, Ph.D.
Collins Hall 24. 10-11.

ENG. S 174.—American Literature, 1910-1935. (2 points.)

A study of the literature and literary movements in the United States since 1910; their origins and the principal writers.

JOSEPH F. CASHMAN, Ph.D.
Collins Hall 24. 11-12.

ENG. S 183.—The Short Story. (2 points.)

A critical study and appreciation. The short story in current literature. The types. Analysis of the various types; theme character, complication, atmosphere.

JOSEPH F. CASHMAN, Ph.D.
Collins Hall 24. 1-2.

ENG. S 189 b.—The Gaelic Epics. (2 points.)

This course will be given in English, and requires no knowledge of Gaelic. It will include a discussion of what the poets called "the prime stories of Ireland." The more important of these are "The Fate of the Children of Uisneach" (incorporating the famous Deirdre tale), "The Tain Bo Cuailgne" (Cattle-Raid of Cooley), "The Destruction of the Hostel of Da Derga," "The Colloquy of

the Ancients" (tales of Fionn MacCumhaill and St. Patrick). Part of the work of students will be the synchronization and harmonizing of the stories with the epics of other lands, east and west.

JOSEPH CAMPBELL.
Collins Hall 23. 9-10.

ENG. S 193.—The Poets of the Irish Renaissance. (2 points.)

The value of the contribution of the Irish poets of the last twenty-five years to English literature is generally recognized. One of their number will give this course, which will include a study of the bardic method of chanting verse. The poems of William Butler Yeats, A. E., Emily Lawless, Padraic Colum, Seumas O'Sullivan, James Stephens, Austin Clarke and F. R. Higgins will be considered æsthetically and technically.

JOSEPH CAMPBELL.
Collins Hall 23. 10-11.

ENG. S 195.—The Irish Dramatists. (2 points.)

Irishmen have been prominent in English drama from the Seventeenth Century onwards. Selected scenes from the works of Congreve, Farquhar, Goldsmith, Sheridan, Yeats, Lady Gregory, Synge, Colum, Lennox Robinson and Daniel Corkery will be read aloud in class. Technique of speech and action, stage mechanics, the pattern of a play, etc., will be discussed.

JOSEPH CAMPBELL.
Collins Hall 23. 11-12.

ENG. S 203.—Chaucer. (4 points.)

The class will read the more significant poems, with attention to the language, the verse, the sources, the literary characteristics and the historical background of the various works.

JOHN REBER, M.A., Litt.D.
Collins Hall 22. 10-12.

ENG. S 209.—Middle English. (2 points.)

A study of the romances King Horn, Havelok the Dane, and of Piers the Plowman. The elements of Middle English.

JOHN REBER, M.A., Litt.D.
Collins Hall 22. 1-2.

ENG. S 227.—Development of English Drama to 1520. (2 points.)

A study of the development of drama in England from its origins to the mid-Sixteenth Century. The subjects treated will be: the early association of the drama with the liturgy of the Church, both on the Continent and in England; the form and technique of the miracles and moralities; the medieval legends of the saints; the changes under secular influences, the guilds, social criticism, satire; the problem of folk elements.

JAMES E. TOBIN, Ph.D.
Collins Hall 18. 9-10.

FRENCH

Head of Department: Ernest Chenel, Ph.D.
Conference Hours: 12.30-1.00; 2.00-2.30.

UNDERGRADUATE COURSES

FRENCH S 1.—Elementary French. (2 points.)

No previous knowledge of French required. The course is intended for those wishing to begin the study of French and for graduate students desiring to comply with language requirement for advanced degrees. The instruction is planned so as to enable students to read at sight ordinary French prose and acquire a broad vocabulary. A careful study of the essentials of grammar and syntax will be taken up, together with simple composition. Attention will be paid to correct pronunciation, to the understanding of simple spoken French.

Professor to be announced.
Jouin Hall 25. 9-10.

FRENCH S 15.—College French, I—French Classics. (2 points.)

Corneille: A brief survey of the life of Corneille and his place in literature. *Le Cid* and *Polyeucte* will be read, with conversation in French based upon the text. Reports and discussions. The course will help the student understand and study the classical period of French literature.

Henri Barzun, Ph.D.
Jouin Hall 24. 9-10.

FRENCH S 16.—College French, II—French Classics. (2 points.)

Racine: A brief survey of the life of Racine and his place in literature. *Andromaque* and *Athalie* will be read, with conversation in French based upon the text. Reports and discussions. The course will help the student understand and study the classical period of French literature.

Henri Barzun, Ph.D.
Jouin Hall 24. 10-11.

FRENCH S 21.—Conversational French. (2 points.)

(Prerequisite: Two years of high school French.)

A course in conversational French designed for those who wish to acquire greater facility and ease in expressing themselves in the vernacular. In order to afford greater diversity of topics of conversation, a part of the period is devoted to discussion of current events in French. Recommended for students intending to take French courses in the graduate faculties.

Henri Barzun, Ph.D.
Jouin Hall 24. 11-12.

REQUIREMENTS FOR GRADUATE WORK IN FRENCH

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Students are required to complete successfully all undergraduate courses or their equivalent before they can be admitted to any course marked 100 or more.

Candidates for graduate degrees are expected to have a fair ability to read and write French, and to understand the spoken language.

All candidates for graduate degrees should confer with the Head of the Department some time shortly after the opening of the University session.

The student's dissertation is to be done in one of the special fields of French literature, and a program of courses, fitting his chosen work, and preparing him for the Comprehensive Qualifying Examination, is outlined early by his Mentor.

Certain courses (not to exceed eight semester hours) may be taken outside of the Department of French, if they are closely allied to the student's work in his Major and if they are approved by his Mentor.

It is expected that students will confer as often as possible with the Head of the Department during their graduate career; it is from continuing contacts, from the result of examinations, and from frequent discussions of their individual problems that their scholarly attainment in graduate work can be determined.

FOR THE M.A.: The minimum requirements for this degree are 30 semester hours of course work, the successful passing of a comprehensive examination, and the satisfactory completion of a dissertation of 8,000 to 10,000 words. Of this minimum of 30 points, some special courses are required and will be indicated in the student's program by his Mentor; such courses must include at least one 30-hour seminar, history of the French language, and certain prescribed courses given in French.

The comprehensive examination for the Master's degree is a test of the student's general knowledge of French literature and a means of proving his fitness as a candidate for a graduate degree.

Candidates who have successfully passed the comprehensive examination are obliged to attend the 60-hour Dissertation Seminar, which is not to be included in the minimum of thirty required points.

FOR THE DEGREE OF PH.D.: The minimum requirements for this degree are 30 semester hours of course work in addition to the course work for the Master's degree. the successful passing of a comprehensive examination, the satisfactory completion of a dissertation of 18,000 to 25,000 words and an oral

examination upon the same. Of this minimum of 30 points, some course are required and will be indicated to the students by their Mentor; such required courses must include, in addition to those already completed for the M.A., at least 30 hours of seminar study, Morphology and Semantics, Social Background of French Literature, and certain prescribed courses given in French.

The comprehensive examination for the Doctor's degree will consist of an advanced test of the student's knowledge of French literature and civilization and of the field of specialization which he has chosen.

Attendance in the 60-hour Dissertation Seminar is required of all candidates for the Ph.D. Credit for the completion of this seminar is not included in the minimum of 30 semester hours.

FRENCH S 155.—"Explication de Textes." (In French.)
(2 points.)

The method used in this course will be the *"Explication de Textes"* as practiced in the French educational system by universities and lycées. A certain number of typical pages from representative writers will be thoroughly studied, both from the point of view of ideas and expression. All students will have an opportunity to take an active part in the course, which is intended to train them to read and interpret French texts accurately and develop their faculties for literary appreciation.

ERNEST CHENEL, Ph.D.
Jouin Hall 8. 9-10.

FRENCH S 169.—French Tragedy from the Renaissance to the End of the Eighteenth Century. (In French or in English.)
(2 points.)

Religious origin of the French drama. The principal stages of the evolution of French tragedy. Tragedies of the Renaissance. The classic tragedy of the Seventeenth Century: Corneille and Racine; intensive critical study of the life, works, dramatic art, and influence of those two immortal authors. Tragedy in the Eighteenth Century: Crebillon; tragedy as an instrument for philosophic propaganda with Voltaire; tendencies away from the classic models; birth of melodrama; the end of classical drama.

ERNEST CHENEL, Ph.D.
Jouin Hall 8. 10-11.

FRENCH S 294.—Readings in Old French. (In French.)
(2 points.)

An introductory course in old French language and literature. The main purpose of the course is to give the student facility in reading French in its older and basic form. Due attention will be paid to phonology, inflection and syntax.

ERNEST CHENEL, Ph.D.
Jouin Hall 8. 11-12.

Phonetics for Modern Language Teachers.
Cf. EDUC. S 139 f.

Methods of Teaching Modern Foreign Languages in Secondary Schools.
Cf. EDUC. S 140 f.

GERMAN

Head of Department: ALFRED A. TAUSK, M.A.
Conference Hour: 1-2.

N.B.—Students are required to complete, successfully, all undergraduate courses before they can be admitted to any course marked S 100 or over.

GERMAN S 1 - S 2.—Elementary Course. (4 points.)

The course includes a thorough study of the basic principles of grammar, pronunciation, and vocabulary drill, easy exercises in reading and composition. The aim is to enable the student to read, write, speak and understand simple German.

ALFRED REMY, M.A.
Freshman Hall 2. 9-11.

GERMAN S 3.—Elementary Prose Reading. (2 points.)

The course begins with the simplest prose. No previous knowledge of German is required. The chief aim is to help the student lay the foundation for acquiring a reading knowledge of German.

ALFRED A. TAUSK, M.A.
Freshman Hall 1. 11-12.

GERMAN S 13.—Intermediate Reading. (2 points.)

(Prerequisite: GERMAN S 1, S 2 and S 3 or equivalent.)

The course is designed especially for students who have had the elementary course and who wish to increase their reading knowledge. It includes translation and sight-reading in texts selected on the basis of variety of style and vocabulary. It will also appeal to those who studied German some time ago and wish an opportunity for review.

ALFRED A. TAUSK, M.A.
Freshman Hall 1. 10-11.

GERMAN S 21.—Composition and Conversation. (2 points.)

(Prerequisite: GERMAN S 1, S 2 and S 3 or equivalent.)

The course aims to develop power in oral and written German. Translations from English into German; exercises in free composition; drill on vocabulary and idioms; review of the elements of grammar; conversation based on class work and special topics.

ALFRED A. TAUSK, M.A.
Freshman Hall 1. 9-10.

GERMAN S 121.—German Drama of the Nineteenth Century. (2 points.)

A survey of the development of the drama. Kleist, Grillparzer, Hebbel, Hauptmann. Lectures, readings, reports and discussions.

ALFRED A. TAUSK, M.A.
Freshman Hall 1. 1-2.

GERMAN S 131.—Goethe's "Faust." (2 points.)

Study of sources. The original legend. Goethe's conception. Genesis and first sketch (Urfaust), Goethe's life as unfolded in the drama. Special emphasis laid on Part I. Lectures, readings, reports, discussions.

ALFRED REMY, M.A.
Freshman Hall 2. 11-12.

GERMAN S 161.—Wagner's Ring of the Nibelung (Rheingold, Walküre, Siegfried, Götterdämmerung). (2 points.)

A study of Wagner's place in music and literature, his theories regarding opera and drama; his ideas regarding historical and legendary subjects, followed by a detailed study of the four Ring dramas. Musical rendition of selected portions will accompany the lectures. The principal themes will be explained at the piano and for the performance the new electric Victor and Columbia records, made by the world's foremost singers and orchestras, will be used. It is hoped that the unusual opportunity offered by this course will appeal to many students outside the German Department. While a knowledge of the German language is a decided advantage, it is not an indispensable prerequisite.

ALFRED REMY, M.A.
Freshman Hall 2. 1-2.

HISTORY

FACULTY COMMITTEE

Antiquities and Middle Ages:
Modern European History:
Head of Department and Chairman of Faculty Committee:
REV. DEMETRIUS B. ZEMA, S.J.
Conference hours, by appointment.

Spanish Civilization and American History:
Head of Department: JOHN SCHULER, Ph.D.
Conference hours, by appointment.

DEPARTMENTAL REQUIREMENTS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

On registration, graduate students should consult the Chairman of the Faculty Committee to receive instruction regarding special requirements in the Department of History and to receive syllabus for the Comprehensive Examination.

In the Department of History no minors will be admitted for credits towards a degree which are outside of the field of History, except the course in Scholastic Philosophy, where it is required.

Attention is drawn to the courses designated as "required."

Lectures will be supplemented by atlas studies, required and suggested readings, reports, round-table discussions and quizzes.

HIST. S 6.—Christian Era, IV. (2 points.)

(Required.)

The Thirty Years' War. The Peace of Westphalia (1648). Gallicanism and Jansenism. The growth of Deism. The suppression of the Society of Jesus. The French Revolution and the Church. Napoleon and the Church. The Church under the Metternick régime. The struggle with "Liberalism." Italian unification and the Holy See. The Council of the Vatican. Bismarck and the "Kulturkampf." The Pontificate of Leo XIII. "Christian Democracy." Pius X. and his work. The "Modernist Crisis." Benedict XV. and the World War. The Church in the contemporary world. Missionary activity. The Church in South America.

DANIEL J. BELLEW, M.A., LL.B.
Jouin Hall 18. 11-12.

HIST. S 31.—American History, I. (2 points.)

The making of the Constitution—the organization of a new government. The age of Hamilton. Jeffersonian democracy. The Supreme Court and Marshall. America and Europe. Jacksonian democracy. Cotton and the South. Civil War and Reconstruction.

WILLIAM P. FINLEY, Ph.D.
Jouin Hall 19. 9-10.

HIST. S 32.—American History, II. (2 points.)

The Gilded Age. The growth of business and labor. Reform and the West. Cultural renewal. The silver crusade. America a world power. Social democracy and the courts. The new freedom. America in Europe. Normalcy, Rugged Individualism and the New Deal.

WILLIAM P. FINLEY, Ph.D.
Jouin Hall 19. 10-11.

HIST. S 117.—Early Middle Ages (312-800). (2 points.)

Survey of political and social changes from Constantine to Charlemagne: the breakdown of Roman administration in the West; the barbarian infiltration, and the settlement of Germanic peoples on Roman territory; the Franks and the Papacy.

DOM AIDAN HENRY GERMAIN, O.S.B., Ph.D.
Jouin Hall 16. 10-11.

HIST. S 125.—History of the Thirteenth Century. (2 points.)

A study of the mediæval appropriation of classical and Christian thought and letters; the rise of vernacular literatures, religious drama, poetry and romance; social life; rise and decline of chivalry; arts and science.

ARTHUR F. J. REMY, Ph.D.
Jouin Hall 19. 11-12.

HIST. S 128.—Tudor England. (2 points.)

Survey of English history in the sixteenth century: Tudor absolutism and Parliament; the breach with Rome; political policies, domestic and foreign; development of nationalism under Elizabeth; economic development.

DANIEL J. BELLEW, M.A., LL.B.
Jouin Hall 18. 9-10.

HIST. S 161.—American History: Colonial and Revolutionary Period, 1492-1783. (2 points.)

European beginnings; settlement of British colonies; conflict with France over control of North America; causes, progress and effects of the American Revolution.

JOHN SCHULER, Ph.D.
Administration 1. 9-10.

HIST. S 181.—Political Parties of the United States. (2 points.)

Causes of their rise and development; fundamental doctrines of each; historical events which grew out of them shaping present theory and practice.

JOHN SCHULER, Ph.D.
Administration 1. 10-11.

HIST. S 182.—Treaties and Conventions of the United States. (2 points.)

Study of treaties which have most deeply influenced American economic and political life, and the historical situations which gave rise to such treaties.

JOHN SCHULER, Ph.D.
Administration 1. 11-12.

HIST. S 211 - S 212.—Christian Antiquity, First and Second Centuries. (4 points.)
(*Prescribed for all graduate students*)

A critical enquiry into the origins and early development of Christianity in the light of sources: survey of sources, modern theories and literature. Political and social conditions; pagan and Jewish background. Organization of early Christianity: separation of the Church from the Synagogue; the work of St. Paul; the hierarchy, belief and worship. Conflict with paganism and the Roman government.

REV. DEMETRIUS B. ZEMA, S.J.
Library, 9-11 A.M.

HIST. S 235 - S 236.—Protestant Revolt on the Continent and in England. (4 points.)

(*Prescribed for all graduate students*)

A study of the religious, political, economic and social conditions, together with the personalities and principles bearing on the revolt. Luther and the spread of the revolt in the Germanies and northern countries; Calvin and international Protestantism. Henry VIII and the Church; completion of the revolt under Edward VI; Catholic reaction under Mary; the religious settlement under Elizabeth.

DOM AIDAN HENRY GERMAIN, O.S.B., Ph.D.
Jouin Hall 16. 11-1.

ITALIAN

ITALIAN S 1.—Elementary Italian. (2 points.)

A beginners' course which will also prove useful to those who have a slight knowledge of Italian and desire to review the elements of the language. It comprises the fundamentals of grammar and syntax; training in correct pronunciation; oral and written exercises; easy readings from modern writers.

ALEXANDER AUSILI, M.A.
Jouin Hall 22. 11-12.

LATIN

Head of Department: BERNARD M. PEEBLES, M.A.
Conference hours, by appointment.

LATIN S 14.—Cicero: "Pro Milone." (2 points.)

Translation and syntax. Special emphasis on rhetorical features of the oration.

ALEXANDER AUSILI, M.A.
Jouin Hall 22. 10-11.

LATIN S 15.—Livy: Book XXI. (2 points.)

Style and sources of Rome's prose epicist. Advanced composition, with particular stress on historical style.

CYRIL B. EGAN, B.A.
Jouin Hall 23. 10-11.

LATIN S 17.—Cicero: "Pro Lege Manilia." (2 points.)

The speech of Pompey's Command rhetorically analyzed. Brief review of syntax. Cicero's *In Verrem* will also be read to contrast the work of the orator in a flawless cause with his work as political propagandist.

CYRIL B. EGAN, B.A.
Jouin Hall 23. 9-10.

LATIN S 20.—Horace: "Odes and Epodes." (2 points.)

Reading and interpretation. Literary and mythological references. Study of meters.

CYRIL B. EGAN, B.A.
Jouin Hall 23. 11-12.

LATIN S 21.—Tacitus: "Agricola." (2 points.)

REV. JOHN J. O'CONNOR, S.J.
Collins Hall 24. 9-10.

LATIN S 22.—Horace: "Ars Poetica" and Selected "Epistles." (2 points.)

ALEXANDER AUSILI, M.A.
Jouin Hall 22. 9-10.

LATIN S 212.—Catullus. (2 points.)

A detailed study of significant works of the poet, of his literary affiliations, and of his influence, especially in the poetry of the Augustan Age.

BERNARD M. PEEBLES, M.A.
Jouin Hall 7. 9-10.

LATIN S 214.—Roman Satire. (2 points.)

Representative satires of Horace, Persius, and Juvenal to be discussed in class; supplementary reading in these authors and in other remains of Roman satire to be done privately by the students; lectures on the history of the literary type from Ennius to the end of classical times, with incidental reference to similar types in later literature.

EDWARD A. ROBINSON, M.A.
Jouin Hall 7. 10-11.

LATIN S 216.—Horace as Literary Critic. (2 points.)

Reading and interpretation of the literary *Epistles* and of *The Art of Poetry;* the author's place in the history of Greek and Roman literary criticism; supplementary reading in Cicero and Quintilian and in translations of Aristotle and Longinus.

EDWARD A. ROBINSON, M.A.
Jouin Hall 7. 11-12.

LATIN S 218.—Readings in Mediæval Latin. (2 points.)

Selections from K. P. Harrington's *Anthology* (Allyn & Bacon) used as material for a summary study of the development of Latin prose and verse from the fourth to the fifteenth century; reports by the students on special authors and works.

BERNARD M. PEEBLES, M.A.
Jouin Hall 7. 12-1.

MATHEMATICS

MATH. S 13.—Solid Geometry. (2 points.)

Simple models constructed and studied. Theorems and problems, with practical applications.

SAMUEL WITHERS, M.A.
Physics Hall 106. 11-12.

MATH. S 15.—Plane Trigonometry. (2 points.)

Trigonometric functions; circular measures; logarithms; functions of angles; relation of functions; solution of right triangle and plane triangle.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 108. 9-10.

MATH. S 21.—College Algebra. (2 points.)

This course embraces all the higher algebraic conceptions, permutations and combinations; logarithms; determinants; complex numbers; theory of equations; undetermined coefficients; partial fractions; Horner's method of approximation, etc.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 108. 10-11.

MATH. S 32.—Analytic Geometry (Plane). (2 points.)

Systems of co-ordinates, loci and equations, straight line, circle, parabola, hyperbola.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 108. 11-12.

MATH. S 61.—Differential Calculus. (2 points.)

Differentiation of algebraic and transcendental functions. Problems of rates, maxima and minima, curvature, etc. Geometrical and physical applications of derivatives and differentials.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 108. 1-2.

MATH. S 62.—Integral Calculus. (2 points.)

Fundamental methods of integration and reduction of expressions to standard integrable forms. Indefinite and definite integrals. Problems of areas, volumes, length of curves, mean values, motion, etc.

WILLIAM T. SHIELDS, B.Sc.
Physics Hall 108. 2-3.

Mathematical Physics.

Cf. PHYS. S 213.

Application of Mathematics to Chemistry.

Cf. CHEM. S 65.

Arithmetic for Elementary School Teachers.
Cf. EDUC. S 101 f.

Methods of Teaching Mathematics in Secondary Schools.
Cf. EDUC. S 180 - S 181.

Differential Equations.
Cf. PHYS. S 103.

Vector Analysis.
Cf. PHYS. S 101.

Fundamental Problems in the Philosophy of Mathematics.
Cf. PHYS. S 205.

PHILOSOPHY

Head of Department and Chairman of Faculty Committee:

REV. GEORGE D. BULL, S.J.

Conference hours by appointment.

PHIL. S 11.—Dialectics or Formal Logic. (2 points.)

Philosophy: definition and division. Logic, minor and major. The three operations of the mind. *The Idea.*—Divisions of ideas. Universals. The predicables. Porphyrian tree. Divisions of terms. Analogy. Supposition of terms. *Judgment.*—Divisions. Propositions, divisions. Opposition, equipollence, conversion. *Reasoning.*—The syllogism, laws, kinds, figures and modes. Fallacies. Definition and division.

REV. JOHN T. TOOHEY, S.J.
Jouin Hall 2. 9-10.

PHIL. S 21.—Epistemology, Part I. (2 points.)

(Prerequisite: Formal Logic.)

Truth: Ontological, logical and moral. Falsity. Logical truth and falsity completely found in the judgment only. General and partial causes of error. State of the mind in relation to truth. Ignorance. Doubt. Suspicion. Opinion. Certitude. Metaphysical, physical and moral certitude. Natural and philosophical certitude. Universal and partial scepticism. Descartes' Methodic Doubt.

WILLIAM R. WHITE, JR., A.B.
Jouin Hall 16. 9-10.

PHIL. S 22.—Epistemology, Part II. (2 points.)

(Prerequisite: Epistemology, Part I.)

The means of acquiring truth and certitude; the external and internal senses; their validity; exposition and criticism of the different theories of sense-perception; phenomenal idealism; physical realism; representative and presentative realism; Kantianism; intellect and its different functions; reasoning, intellectual memory

and consciousness; conscience. Belief in divine testimony, in human testimony, regarding present and past events. Oral tradition; monuments; history; doctrinal testimony.

Universal ideas; nominalism; exaggerated realism; modern realism. The ultimate and universal criterion of truth and certainty; traditionalism; subjective criteria; objective evidence.

Rev. Peter J. Lambe, Ph.D.
Administration 2. 10-11.

PHIL. S 31.—Elements of Ontology and Cosmology. (2 points.)

(Prerequisite: Epistemology, Parts I and II.)

The notion of being. Contraction and predication. Potency and act. The three great ontological principles. Transcendental attributes. Essence: its cognoscibility. Existence. Materialism, pantheism, creation. Atomism, dynamism, hylomorphism.

Rev. Peter J. Lambe, Ph.D.
Administration 2. 11-12.

PHIL. S 41.—General Psychology, I. (2 points.)

(Prerequisite: PHIL. S 31.)

Life; defined, its grades, origin. The principle of life in the plant and the brute animal. Sensation. The external and internal senses. The sensitive appetite. The passions.

Joseph S. Sherlock, M.A., LL.B.
Jouin Hall 18. 10-11.

PHIL. S 42.—General Psychology, II. (2 points.)

The human soul; one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

Rev. Joseph A. Murphy, S.J.
Collins Hall 20. 9-10.

PHIL. S 51.—General Ethics. (2 points.)

Ethics; its nature, object, necessity. Beatitude. Morality of volitional acts. The determinants of morality. The eternal law. The natural law.

Rev. George Bull, S.J.
Collins Hall 22. 9-10.

PHIL. S 52.—Individual and Social Ethics. (2 points.)

Man a social being, morality of society; conjugal society, the marriage contract, divorce; parental society; industrial society, private ownership, socialism, wages, the living minimum wage, strikes, boycotts, unions, civil society, origin, authority; the State not an end in itself; its primary and secondary purposes; the Church and State; their respective spheres, their relations; nations and the moral law, international law.

Leo W. Batten, A.B., LL.B.
Jouin Hall 14. 11-12.

PHIL. S 61.—Natural Theology, I. (The Existence of God, One and Personal). (2 points.)

Natural theology defined. The names and concepts of God. Various opinions concerning God: atheist, polytheist, pantheist, deist, monotheist. Errors concerning source of man's knowledge of God: the argument *a simultaneo,* ontologism, innate ideas, traditionalism, Kant's practical reason, sentimentalism, fideism, modernism, pragmatism. Refutation of all these errors. Arguments for God's existence: from produced being, from the order of the world, from the universal consent of mankind. The oneness and personality of God explained and proved. Supplementary arguments for God's existence: from motion; from contingent being, from perfections of creatures, from mankind's acknowledgment of moral obligation.

Rev. William J. Brosnan, S.J.
Administration Building 2. 8.45-10.

PHIL. S 108.—History of Scholasticism, II. (2 points.)

Scholastic Philosophy after St. Thomas: Scotus and the Franciscan school. Secondary schools: Latin Averroism, neo-platonism, empirical school. Decline of scholasticism: Ockham, Ockhamism, Scotism, Thomism. Later mysticism, restoration of scholastic philosophy in Spain. Scholastic philosophy in the Eighteenth and Nineteenth Centuries. Neo-scholasticism.

Patrick J. Downing, Ph.D.
Jouin Hall 17. 11-12.

PHIL. S 113 - S 114.—History of Modern Philosophy. (4 points.)

Cartesianism: Exposition, appreciation and criticism of Descartes' system and its developments; the occasionalism of Genlincx; the ontologism of Malbranche; the pre-established harmony of Leibnitz; the pantheism of Spinosa.

Empiricism: Exposition and criticism of the empirical sensism of Locke; the objective idealism of Berkeley; the phenomenal scepticism of Hume. Positivism, rationalism; agnosticism—Darwin and theories of evolution. Mill; Spencer. Transition to Kant.

German Idealism: Kant. An exposition and criticism of Kant's philosophy. The development of Kant by Fichte, Schelling, Hegel, Schopenhauer. Nietzsche. Contemporary American philosophy. James, Royce, Dewey. Realism, idealism, relativism, pragmatism, humanism.

N.B.—The different theories of knowledge set forth by the above philosophers, from Descartes to Dewey, explained and criticised; by way of contrast to each of the systems of modern philosophy, the teachings of scholasticism are always stressed.

Rev. Michael J. Mahony, S.J.
Jouin Hall 4. 9-11.

PHIL. S 136.—Hylemorphism, I. (2 points.)

The theory and the proofs of hylemorphism. The argument from substantial changes. Substantial changes and inorganic compounds. Substantial changes and the living compound. Potency

and act. The metaphysical arguments. Limitation of act by potency. Individuation of form matter. St. Thomas on individuation.

Based on *Essai Critique sur L'Hylémorphisme* by Pedro Decoqs, S.J.

PATRICK J. DOWNING, Ph.D.
Jouin Hall 17. 9-10.

PHIL. S 138.—God in Modern Non-Scholastic Philosophy, I. (2 points.)

A critical examination of the theories of modern non-Scholastic philosophers concerning the demonstrability of the existence of God and the nature of the Deity.

PATRICK J. DOWNING, Ph.D.
Jouin Hall 17. 10-11.

PHIL. S 140.—Philosophy of Religion. (2 points.)

The purpose of this course is to contrast religion in the sense of Catholic dogma and revelation (as understood by Catholics) with religion in the sense of modern subjectivist philosophy. The points of contrast are the following: (1) Philosophical foundations. (2) Position of the philosopher, believer, theologian, historian, critic from the Catholic and modernist view-point. (3) Meaning of dogma and its development. (4) Summary of Catholic dogma with object of showing its development.

REV. PATRICK O'LEARY, Ph.D.
Jouin Hall 15. 9-10.

PHIL. S 161.—The Nature and History of Bolshevism. (2 points.)

A course based on Guriau's work upon the subject, in which the ethical implications of the Soviet movement will be stressed.

ARTHUR CLAYDON, Ph.B.
Library. 11-12.

PHYSICS

Head of Department: REV. JOHN J. LYNCH, S.J.
Assistants: WILLIAM P. HURLEY, M.S.
WILLIAM T. MCNIFF, M.A.

PHYS. S 11.—Mechanics, Heat and Sound. (4 points.)

A lecture and laboratory course embracing the first half of the course in General Physics required for a B.A. degree. The course will consist of three hours of lecture daily and one two-hour laboratory period daily.

This course will be given from July 8 to July 26.

Lectures: 10-12 and 1-2.

Laboratory: 2-4.

Fee, $40.00.

PHYS. S 12.—Electricity and Light. (4 points.)

A lecture and laboratory course similar to the above, but embracing the second half of the course in General Physics.

This course will be given from July 27 to August 14

Lectures: 10-12 and 1-2.

Laboratory: 2-4.

Fee, $40.00.

PHYS. S 101.—Vector Analysis. (2 points.)

A lecture course of one hour daily. The topics treated will be: Scalar and vector products, scalar and vector functions of position in space and linear vector functions.

Hours to be arranged.

PHYS. S 102.—Analytic Mechanics. (2 points.)

The course will embrace the following topics: statics of a particle; statics of a rigid body; kinematics; kinetics; friction; elastic bodies; vibrations and waves.

Hours to be arranged.

PHYS. S 103.—Differential Equations. (2 points.)

Lectures one hour each day. The course embraces: equations of first order and first degree; linear equations of first order; first order equations of higher degree; equations of the second order; equations with variable coefficients; sumiltaneous differential equations; partial differential equations.

Hours to be arranged.

PHYS. S 109.—Introduction to Modern Physics for Teachers of Philosophy. (2 points.)

Lectures: 10-11.

Fee, $20.00.

PHYS. S 111 - S 112.—Advanced Electricity and Magnetism. (4 points.)

A lecture and laboratory course treating in detail the important topics of the above subject; magnetostatics, electrostatics, electromagnetics, varying and alternating currents and Maxwell's equations. The course will consist of forty-five lecture periods and fifteen two-hour laboratory periods.

Lecture: 11-12 and 11-1 on alternate days.

Laboratory: 2-4 on alternate days.

Fee, $40.00.

PHYS. S 205.—Fundamental Problems in the Philosophy of Mathematics. (2 points.)

A lecture course of one hour daily which will treat the following topics: Axioms, cardinal number, continuity, transfinite number, geometry of extended reality and allied topics.

Lectures: 10-11.

Fee, $20.00.

PHYS. S 211.—Theoretical Physics, I. (2 points.)

A lecture course of one hour daily. The topics treated will be: The motion of free material particles, general principles of mechanics, motion of rigid bodies, general theory of vector fields, general theory of vibrations and waves, motion of deformable bodies and the theory of the potential.

Lectures: 11-12.

PHYS. S 212.—Theoretical Physics, II. (2 points.)

A lecture course of one hour daily. The topics treated will be: Electricity and magnetism, Maxwell's theory of the electromagnetic field and the theory of light.

Lectures: 9-10.

PHYS. S 213.—Mathematical Physics. (2 points.)

The course consists in introducing the student to the newer mathematical processes as used in their application of nuclear physics.

Hours to be arranged.

POLITICAL PHILOSOPHY

FACULTY COMMITTEE

Political History and Theory:

Head of Department and Chairman of the Faculty Committee:
Rev. Moorhouse I. X. Millar, S.J.
Conference hours: Monday, Tuesday and Wednesday, 2-3, and by appointment.

Law and Government, and International Affairs:

Head of Department: Louis J. Potts, Ph.D., LL.M.
Conference hours: Monday, Tuesday, Wednesday and Friday, 2-3, and by appointment.

Economics:

Arthur Claydon, Ph.B.
Morris C. Deshel, M.A., J.S.D.
Conference hours: By appointment.

Sociology:

Head of Department: Rev. Moorhouse I. X. Millar, S.J.
James Vaughan, M.A.
Conference hours: By appointment.

It will be noted that the program of this department includes subjects usually listed under the social and political sciences, as well as courses in Political Philosophy proper. The reason for this subordination—unusual in these days—of the scientific to the philosophical, is two-fold: first, because scientific method alone

has proved itself inadequate to discover, formulate and maintain the sound fundamental principles underlying social, economic, legal and political problems; second, because the historical record rather conclusively shows that philosophy has had very much more to do with social, economic, legal and political developments than has been allowed for by the recent methods of scientific approach, based, as most of them are, upon a purely naturalistic theory of evolution.

The aim of the department, therefore, is, primarily, to ascertain the soundness of the "Philosophia perennis" in the light of historical experience, and to bring it into line with present actualities in the established order in so far as these may be allowed to be "de jure"; secondly, to take into consideration the legitimate findings of the social and political sciences duly restricted to their own proper field of investigation; and, thirdly, to show the bearings of both philosophy and science on present-day national and international problems in these several fields.

SPECIAL DEPARTMENTAL REQUIREMENTS

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

It is the reasoned judgment of the Faculty Committee of the Department that the proper and essential foundation of all really sound graduate specialization in any segment of the field of Political Philosophy is a broad and well-balanced cultural background in the activities of the entire field.

In order to insure the attainment of such a proper scholarly training and perspective, all prospective candidates for degrees are required to pursue to completion the courses, hereinafter indicated as prescribed, before taking up work in their chosen field of specialization.

It is to be further understood, however, that it lies wholly and solely within the discretion of the Faculty Committee of the Department to waive, either provisionally or permanently in any particular case, any of these prescribed background courses. As a general rule, where the candidate making such application is able to submit proper proof to them that the subject-matter of such course or courses has been already equivalently covered, they are willing to exercise such discretion and indorse an appropriate substitution.

While, generally speaking, graduate courses and seminars are open only to graduate students, it lies always within the discretion of the Faculty Committee of the Department to authorize the admission to these courses of such special students as they may deem fully qualified. No first-year students, however, whether graduate or special, will under any circumstances be regarded as eligible to pursue any of the special reading and research courses

under supervision which are hereinafter noted. All such courses involve work of a highly specialized character and admission to them in exclusively and definitely limited to advanced special and graduate students.

Apropos of the special reading and research courses, the particular subject-matter of which is not formally specified, it is to be noted that throughout the regular session, the Summer session, and the between-session periods, individual assignments adapted to the present needs of advanced graduate and special students, and carried on under the regular personal supervision and direction of one or more members of the staff, may be arranged for with the formal approbation of the Departmental Faculty Committee. It is to be understood, however, that such assignments are strictly limited to subject-matter not covered in the actual scheduled working program. All credit allowances, if any, for such courses lie solely within the discretion of the faculty Committee. The unconditional prerequisite for such courses is advanced special or graduate standing.

UNDERGRADUATE COURSES

POL. S 13.—Elementary Economics. (2 points.)

Its relation to ethics. Method employed by the science. Schools: Liberal, Socialist, Catholic, Historical. Wealth, value, price. Production. Factors of production: Nature, labor, capital. Exchange, Money. Money and prices. Inflation and contraction. Depreciation. Credit. Consumption of wealth. Rent. Interest, profits, wages.

MORRIS C. DESHEL, M.A., J.S.D.
Jouin Hall 14. 9-10.

POL. S 14.—Advanced Economics. (2 points.)

This course embraces a series of lectures on the following subjects:

1. *Banking.*—History. Kinds of banks in the United States. Their nature and functions.

2. *Commerce.*—Domestic and foreign trade. Causes and advantages of exchange. Mechanisms of exchange. Tariffs. Protection and free trade.

3. *Transportation.*—Railroads: Growth; groups; charges; alleged evils. Interstate Commerce Commission. Government regulation. Government ownership.

4. *Corporations.*—Trusts. Advantages and disadvantages of larger corporations. The trust problem.

5. *Government Revenue.*—Sources. Taxation: Kinds; incidence and shifting of taxes, principles of taxation. Public debt.

6. *Insurance.*—History. Nature and advantages. Theory. Kinds of insurance. Industrial insurance. Compensation laws.

MORRIS C. DESHEL, M.A., J.S.D.
Jouin Hall 14. 10-11.

POL. S 16.—Economic History of the United States. (2 points.)

The division of the subject is as follows: Early settlements in the new world. Physical geography. Colonial times. The colonial policy of England. The Revolution and its economic causes. Financing of the Revolutionary War. Banking in the United States. The Westward movement—its causes and effects. Commerce. Industries. Labor.

Rev. Edmund J. Burke, S.J.
Jouin Hall 6. 1-2.

Pursuant to their policy of anticipating and providing for the current needs—in so far as these are ascertainable—of their actual and prospective student body, the Departmental Faculty Committee has selected from the complete program of the Department of Political Philosophy the following group of courses which will be offered for the period covered by this bulletin:

UNDERGRADUATE AND GRADUATE COURSES

I. POLITICAL HISTORY AND THEORY

POL. S 113 - S 114.—Theory and Law of the Constitution. (4 points.)

This course will consist in a study of the Constitution of the United States from the point of view of the theory which it embodies, and the judicial interpretation which the Supreme Court has handed down in respect to its more important provisions. Emphasis will be placed on the growth and development that has taken place in the law, and some time will be given to the question of the relation of the Constitution to our present social and economic trends.

Rev. Moorhouse I. X. Millar, S.J.
Jouin Hall 2. 10-12.

POL. S 317 - S 318.—Reading and Research in the Field of Political History and Theory.

During all the sessions of the University, and in the intervals between them, special assignments adapted to the present needs of individual students, under the regular direction and supervision of the staff, may be arranged for with the approval of the Department Faculty Committee. The credit allowance, if any, for such work to be determined in each case by such committee. The purpose of these courses is to systematically and critically direct the efforts of the students in developing a comprehensive, well co-ordinated and discerning study of the designated subject-matter or a major segment thereof. The method of procedure contemplates original research, the comparison, interpretation and evaluation of factual data, the summarization of results by means of periodic précis, conference, and discussion.

II. LAW AND GOVERNMENT, AND INTERNATIONAL AFFAIRS

A. LAW AND GOVERNMENT

POL. S 123.—Government in the United States. (2 points.)

It is the purpose of this course to develop a comprehensive survey of National Government in the United States, and to point out the major problems which have arisen, and to discuss critically both their suggested and adopted solutions, emphasizing the dominant trends of remedial action.

Louis J. Potts, Ph.D., LL.M.
Jouin Hall 4. 1-2.

POL. S 329 - S 330.—Reading and Research in the Field of Law and Constitutional Government.

See POL. S 317 - S 318 above.

B. INTERNATIONAL AFFAIRS

POL. S 187 - S 188.—Some Current American International Problems. (4 points.)

It is the purpose of this course to select for analysis and critical consideration a group of present-day international problems, political and economic, in the prompt and constructive solutions of which the United States is vitally concerned.

The development and discussion of the problems chosen has been advisedly arranged to avoid the confusing technicalities and assumptions of presentation which characterize and render hopelessly obscure so many of the current studies of these all-important problems.

Louis J. Potts, Ph.D., LL.M.
Jouin Hall 6. 10-12.

POL. S 395 - S 396.—Reading and Research in the Field of International Affairs.

See POL. S 317 - S 318 above.

III. ECONOMICS

POL. S 349 - S 350.—Reading and Research in the Economic Field.

See POL. S 317 - S 318 above.

IV. SOCIOLOGY

POL. S 161 - S 162.—General Sociology. (4 points.)

An examination of the findings of sociologists in relation to the origin and characteristics of human groups. Physical and social environments will be studied. Processes of social control and

factors productive of social conflict will be exhibited. Culture and race contacts will be considered. The remedial social problems of crime and poverty will be studied briefly.

James Vaughan, M.A.
Jouin Hall 12. 10-12.

POL. S 371 - S 372.—Reading and Research in the Field of Sociology.

Cf. POL. S 317 - S 318 above.

PSYCHOLOGY

FACULTY COMMITTEE

Head of Department and Chairman of Faculty Committee:
Rev. Walter G. Summers, S.J.
Conference hours by appointment.

Rev. Joseph A. Murphy, S.J.
Harry McNeill, Ph.D.Ag. (Louvain)
Frank J. O'Brien, Ph.D., M.D.
Robert F. Sheehan, M.D.
Michael P. Lonergan, M.A., M.D.

REQUIREMENTS FOR GRADUATE WORK IN PSYCHOLOGY

All general requirements, rules and regulations concerning registration, matriculation and degrees are stated on pages 13 to 17 of this catalogue, and the Faculty Committee will conclusively presume that the students are cognizant of them.

Specific requirements for graduate students in the Department of Psychology:

All students who matriculate in this Department must give evidence satisfactory to the Faculty Committee that they have completed courses in Philosophy equivalent to those listed for the Junior and Senior Years of the Collegiate Department of this University. Students deficient in this respect will be obliged to take such courses as the Faculty Committee may judge necessary as an adequate background for advanced studies in Psychology.

The minimum requirement for the Master's degree is thirty points of graduate work, a comprehensive examination and the satisfactory completion of a dissertation. The point requirement must be fulfilled normally by attendance at lectures. Eighteen of the thirty points must be taken in Psychology. The remaining twelve points may be taken in some allied field of study such as Philosophy, History, Sociology, Political Science, Educational Psychology. No student may undertake either major or minor courses without the written approval of the Chairman of the Department.

The minimum requirement for the Doctor's degree is thirty points of graduate work beyond that required for the Master's degree. Students who transfer to this Department after having obtained the Master's degree in some other field of graduate study will be obliged to present credit for thirty-six semester hours of graduate work in Psychology before they will be considered eligible for the Comprehensive Examination. All candidates for the Doctor's degree must pass a Comprehensive Examination in their major and minor fields. After receiving notification of a successful average in this examination, the candidate will prepare and present a Doctor's dissertation for the approval of the Faculty Committee.

SPECULATIVE

General Psychology, I. (2 points.)

Cf. PHIL. 41.

Life: defined, its grades, origin. The principle of life in the plant and brute animal. Sensation. The external and internal senses. The sensitive appetite. Instinct and intelligence.

General Psychology, II. (2 points.)

Cf. PHIL. 42.

The human soul: one, abiding, substantial principle of life in man. Its simplicity, spirituality and immortality. Intellectual life. Rational appetency.

PSYCH. S 102.—Advanced General Psychology. (2 points.)

The Scholastic exposition of mind and consciousness. The faculty theory; misconceptions of the faculty theory. Modern attempts to define mind and mental functions. Complexes and dissociation. The mental span, attention and interest. The subconscious and the unconscious mind. Sleep, dreams, hypnosis and the phenomena of suggestion and telepathy. Trance states, multiple and co-conscious personalities. The empirical aspects of personality. Personality tests. Personality types. Unity and substantiality of the mind.

Joseph F. Kubis, M.A.
Freshman Hall 4. 11-12.

PSYCH. S 107 - S 108.—Experimental Psychology, I. (4 points.)

A laboratory course covering a selected number of typical individual and group experiments in perception, reaction-time, attention, memory, learning, thought and volition.

Harry McNeill, Ph.D.
and Assistants.
707 Woolworth Bldg. 1-3.

PSYCH. S 120.—Problems of Educational and Vocational Guidance. (2 points.)

This course will present an introduction to the entire problem of guidance. Opportunities will be presented to work out special guidance problems of the following types: (1) Surveys of pupils'

vocational interests. (2) Plans for testing program for guidance needs. (3) Case-study investigations of problem pupils. (4) Evaluating already established guidance programs and activities. (5) Follow-up surveys of graduates and drop-outs. (6) Developing orientation programs for new pupils. (7) Developing home-room guidance programs. (8) Surveys of occupational opportunities for young people.

RALPH P. GALLAGHER, B.S.
Freshman Hall 4. 9-10.

PSYCH. S 125.—High School Guidance. (2 points.)

The principles of vocational and educational guidance for teachers and counselors in junior and senior high schools. The topics to be treated will include: counseling techniques, exploratory and try-out courses, occupations classes, cumulative records, occupational information, follow-up methods and case studies in guidance.

VICA F. WALDRON.
Freshman Hall 4. 10-11.

PSYCH. S 140.—Occupational Opportunities and Placement. (5 points.)

Combined lecture and field work. The lectures will consist of a survey of the development of the free employment office in the United States with special reference to the New York State Employment Service; discussion of the problems arising in the process of placement and some of the solutions to these problems now being used by progressive employment agencies.

Students in this course will be obliged to undertake field work two days a week, three hours each day, in an employment agency such as the New York State Employment Service, the Vocational Adjustment Bureau and the Vocational Service for Juniors. The practical work will consist of actual tasks to be performed in these agencies.

MARGUERITE H. COLEMAN, M.A.
707 Woolworth Bldg. 4.30-5.30.

PSYCH. S 150.—Psychology of Adolescence. (2 points.)

The physical and mental changes associated with adolescence. Interests and ideals. Social tendencies, problems and adjustments. Factors in youthful skepticism. Instincts, impulses, will-training and religious education. Causes of abnormalities and delinquency.

REV. WALTER G. SUMMERS, S.J.
10-11.

PSYCH. S 211.—Psychological Clinic. (2 points.)

This course will be conducted at St. Vincent's Hospital for graduate students only. It will consist of the supervised administration of psychological tests to problem children. Test results will be supplemented by the neurological, medical and psychiatric aspects of the individual cases.

These summer sessions are limited to students who have had training in clinical psychology and who desire supplementary practice and direction.

Tuesday and Thursday, 10-12. Robert F. Sheehan, M.D.
Thomas E. Bamford, M.D.
Rev. Walter G. Summers, S.J.

RELIGION

REL. S 11.—Popular Apologetics. (2 points.)

Revelation, natural and supernatural. Miracles and prophecies. The Christian revelation. The Divinity of Christ. The institution and end of the Church. The constitution of the Church. St. Peter given the primacy of jurisdiction. The Pope, the successor of St. Peter. The infallibility of the Pope. The marks of the Church. Church and State.

Professor to be announced.
Biology Hall 15. 9-10.

A Course of Study in Religion for Elementary Schools. (2 points.)

Cf. EDUC. S. 196.

Methods of Teaching Religion. (4 points.)

Cf. EDUC. S 197 - S 198.

SCIENCE

SCI. S 1 - S 2.—General Science, I and II. (4 points.)

A general study of matter and energy relative to physics, chemistry and biology. The following subjects are considered: the structure of matter. The elements. Common inorganic and organic compounds. States of matter. Laws governing matter as a gas, a liquid, or as a solid. Use of matter as a gas, liquid, or solid, by man. How water serves man. Electricity in the service of man. Clothing: source and care. Light in the service of man. Life on earth. Diseases and how we fight them. Contributions of science for the conservation of health. Weather and climate, etc.

Peter J. Conroy, Ph.G., Ph.D.
Pharmacy Building 1. 1-3.

SCI. S 23 - S 24.—Physiology and Hygiene. (4 points.)

This course includes a general study of the structure and functions of the skeletal, muscular, digestive, circulatory, respiratory, excretory, reproductive and nervous systems. Also a general survey of the scientific knowledge relative to the health of the indi-

vidual and the community. Hygiene of nutrition, exercise and rest. Study of the important part taken by air, water, soil, food bacteria, in relation to health.

PETER J. CONROY, Ph.G., Ph.D.
Pharmacy Building 1. 10-12.

SCI. S 71 - S 72.—Food and Nutrition. (4 points.)

In this course, the essentials of an adequate diet for individuals and groups of different ages and different conditions of health and activity will be discussed. Special emphasis will be placed on dietary needs of the growing child and the ways in which the parents or teacher who has a working knowledge of nutrition can contribute to the health and well-being of children by the practical application of the principles of nutrition to daily living. This course will be of special interest to social workers and teachers of home economics and physical education. It will be equally helpful to elementary and high school teachers and teachers in continuation schools.

HELEN LIDDELLE JONES, M.A.
Pharmacy Building 2. 9-11.

(For other science courses look under Biology, Chemistry and Physics.)

SOCIOLOGY

(See Political Philosophy.)

SPANISH

SPAN. S 1 - S 2.—Elementary Course. (4 points.)

No previous knowledge of Spanish required. This course is designed for those wishing to begin the study of Spanish and for graduate students wishing to comply with language requirements for advanced degrees. Ability in reading, and the development of a broad vocabulary will be stressed. Fundamentals of grammar and conversation are included in so far as they are conducive to the acquisition of a good reading knowledge of Spanish.

HELEN M. LANE, M.A.
Jouin Hall 2. 1-3.

SPAN. S 13.—Intermediate Reading. (2 points.)

(Prerequisite: SPANISH S 1 - S 2 or equivalent.)

This course provides a fine opportunity to those who, having an elementary knowledge of Spanish, wish to develop a greater facility in reading, as well as to those who are returning to the study of Spanish after a lapse of time and wish to renew their former knowledge. It includes translation and sight-reading in texts chosen for their variety of style, vocabulary and interest.

HELEN M. LANE, M.A.
Jouin Hall 27. 11-12.

SPAN. S 16.—College Spanish, II—Spanish Classics. (2 points.)

Calderon: Life, works, place in literature. *El Alcalde de Zalamea.* Tirso de Molina, *Don Gil de las Calzas Verdes.*

HELEN M. LANE, M.A.
Jouin Hall 27. 10-11.

SPAN. S 21.—Spanish Conversation and Composition. (2 points.)

This course is offered to those who already have a general knowledge of the basic principles of the language. It will intensify the knowledge of the language by means of a synoptical review of grammar, supplemented by conversation, reading, translation and composition work.

HELEN M. LANE, M.A.
Jouin Hall 27. 9-10.

SPEECH

SPEECH S 1.—Voice and Diction, I. (2 points.)

A course designed to develop the essentials of a good voice and clear, accurate enunciation. Resonance, modulation, breathing, posture, inflection, stress and quality will be considered. Constructive procedures will be suggested for difficulties such as throat fatigue, huskiness and indistinct speech. Methods and class drills will be used to establish the unit speech skills and their combined functions in effective speech.

GEORGE GLASGOW, M.A.
Administration 3. 9-10.

SPEECH S 2.—Voice and Diction, II. (2 points.)

Comparative values of emphasis types. Phrasing, word pronunciation, dialects, provincialisms and careless utterance. Style suited to conversation and group discussion will be stressed. Each student's speech will be analyzed. Prose and poetry selections will aid in the acquisition of ease and fluency. Individual speech records help in the speech pattern analysis and to facilitate improvement. Recommended for the teaching and business professions.

Not given Summer, 1935.

SPEECH S 3.—Remedial Course. (2 points.)

This course is for the student with some specific speech fault or anyone needing special help on some phase of speech work. Class drills for the correction of lisping, foreign accent, dialects and slovenly speech. Intensive training and individual help aid in improving the difficulties. The work will include theory sufficient for an understanding of the methods used and the standards to be attained. Weekly conferences with the instructor.

GEORGE GLASGOW, M.A.
Administration 3. 11-12.

SPEECH S 10.—Elementary Phonetics. (2 points.)

(Recommended for all speech students.)

A study of the science of English sounds as used and approved by the International Phonetic Association. Word analysis. Comparison of book words and real words. Methods of correct sound production. Conversational English, strong and weak forms. Practice in dictation and transcription. Individual speech records will be used as objective aids in solving the students speech problems.

GEORGE GLASGOW, M.A.
Administration 3. 10-11.

SPEECH S 20.—Play Production, I. (2 points.)

Technical training in the production of plays for secondary schools, colleges, community theatres and similar amateur or semi-professional groups. Topics for consideration will be organization, direction, management, choice of plays, casting, stage action, movement and character portrayal. All students will be given opportunities to apply their ideas in the dramatic work-shop.

GEORGE GLASGOW, M.A.
Auditorium. 1-2.

SPEECH S 40.—Public Speaking, Elementary Course. (2 points.)

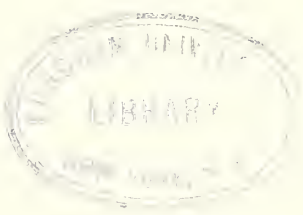
An intensive practical course for clergymen, teachers, law students and others who are interested in the equipment necessary for meeting an audience in business, social and professional situations. The essentials of oral expression-emphasis, pausing, phrasing, modulation and tempo in reading and speaking. Formal exercises to exemplify tone types in speaking, and understanding and appreciation in oral reading. Formal and informal speeches. Extempore speaking. The principles of gesture. A study of devices to secure effectiveness in public speaking, personality, self-confidence, enthusiasm, attention, interest, action. The technique of the microphone. Effective radio speaking. Drills and individual practice at each lesson.

ARTHUR G. MULLIGAN, Mus.D.
Auditorium. 10-11.

SPEECH S 41.—Public Speaking, Advanced Course. (2 points.)

A course designed to expand the principles studied in the elementary course. Platform practice at each session. Individual training in delivering the prepared and the extemporaneous speech. A study of the various types of address. Formal and informal group discussions. Effective radio speaking. Supplementary practice in a broadcasting studio. Individual microphone practice.

ARTHUR G. MULLIGAN, Mus.D.
Auditorium. 11-12.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